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Sponsored by Camp Fire Girls, Inc. and Girl Scouts of the U.S.A., under contract with the United States Department of Labor, this demonstration project was designed to explore the practicability of a program of non-credit college study and work experience to prepare women for administrative positions with social service agencies. Programs were set up in six widespread geographic locations; 150 unemployed or underemployed women were selected, of whom 78% were in the 35-plus age group and 44% lacked college degrees. A uniform core content was the basis for the 10-week program, with each university developing its own methodology and weighting the topics. Participating councils and other agencies provided observation and supervised field work experience. Six state employment services, personnel specialists of Camp Fire Girls and Girl Scouts, and project staff assisted trainees in their job searches. The effectiveness of the program was shown in the less than 10% dropout rate and minimal absenteeism, in the 42% already working, the many others still looking for opportunities, and the restoration of self confidence among the trainees. (nl)

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AN EXPERIMENTAL PROJECT FOR ADMINISTRATIVE TRAINEES

CAMP FIRE GIRLS, INC. & GIRL SCOUTS OF THE U.S.A.

UNDER CONTRACT WITH UNITED STATES DEPARTMENT OF LABOR

AC004649

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
OFFICE OF EDUCATION

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FINAL REPORT

EXPERIMENTAL PROJECT FOR ADMINISTRATIVE TRAINEES

A Demonstration Project for Administrative Trainees in Social Service Agencies

September 1, 1967 - August 31, 1968 Contract #82-34-68-02

TO

United States Department of Labor

FROM

Camp Fire Girls, Inc., and Girl Scouts of the U. S. A.

AC 004 649

Project conducted from September 1, 1967 to August 31, 1968 under Contract 82-34-68-02 with the United States Department of Labor, Manpower Administration, preceded by Planning Grant OSMP 92-34-67-02 from December 1, 1966 to August 31, 1967.

This report on a special manpower project is prepared for the Office of Manpower Policy, Evaluation and Research, United States Department of Labor, under the authority of the Manpower Development and Training Act. Organizations undertaking such projects under Government sponsorship are encouraged to express their own judgment freely. Therefore, points of view or opinions stated in this document do not necessarily represent the official position or policy of the Department of Labor.

This is a report of a Project administered by a Staff employed specifically for this task and its content should not be construed to reflect the policies and practices either of Camp Fire Girls, Inc., or Girl Scouts of the U. S. A.

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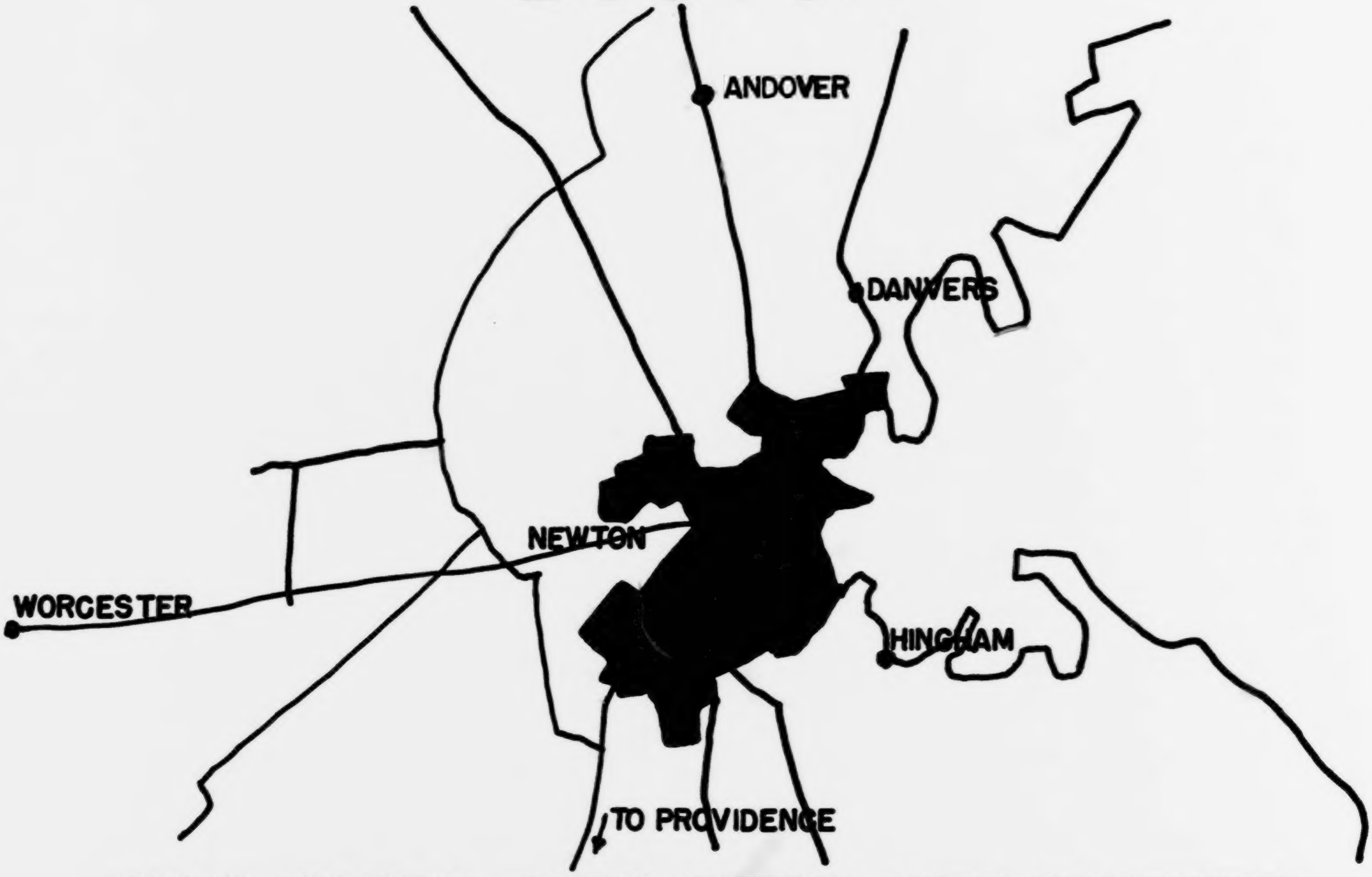

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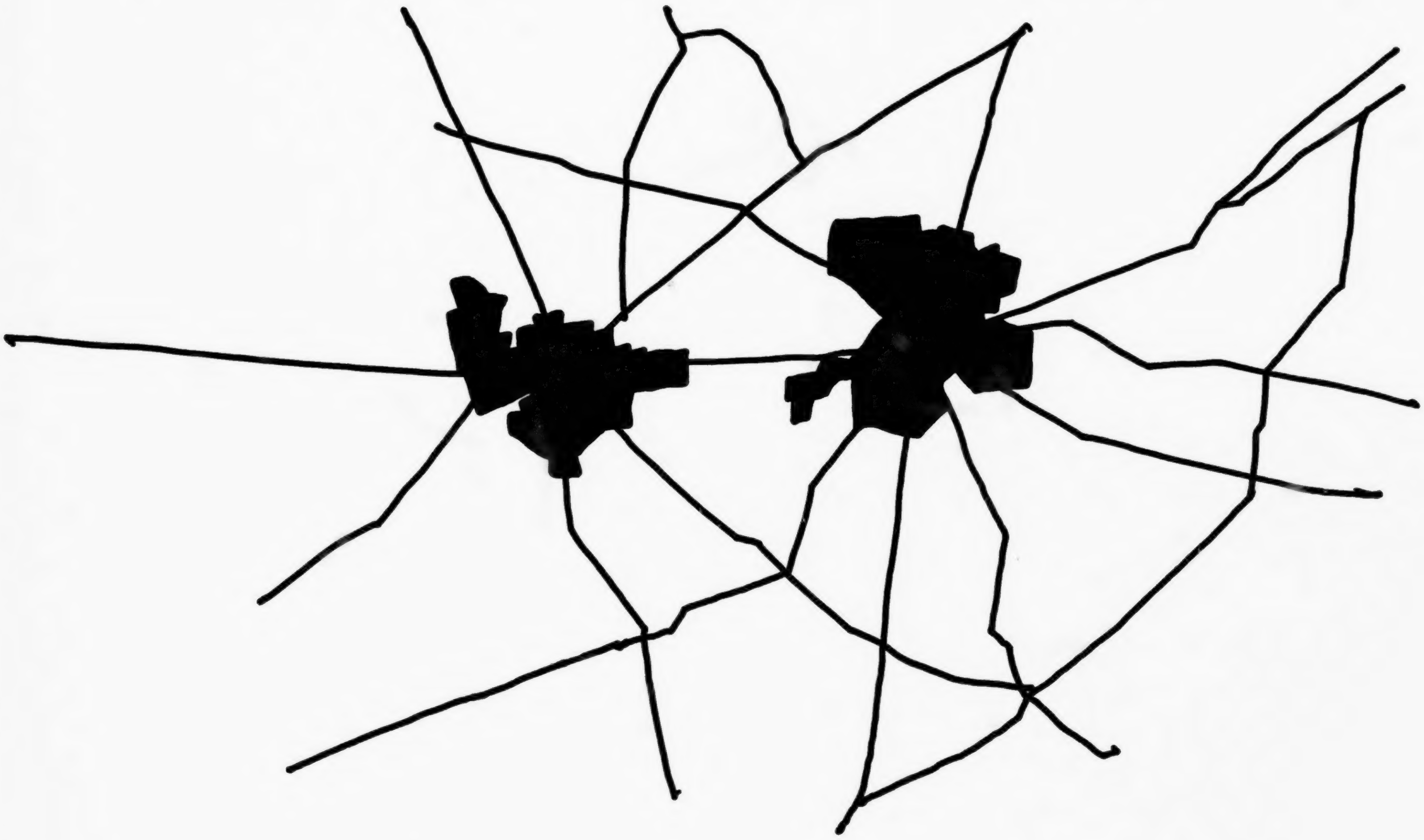

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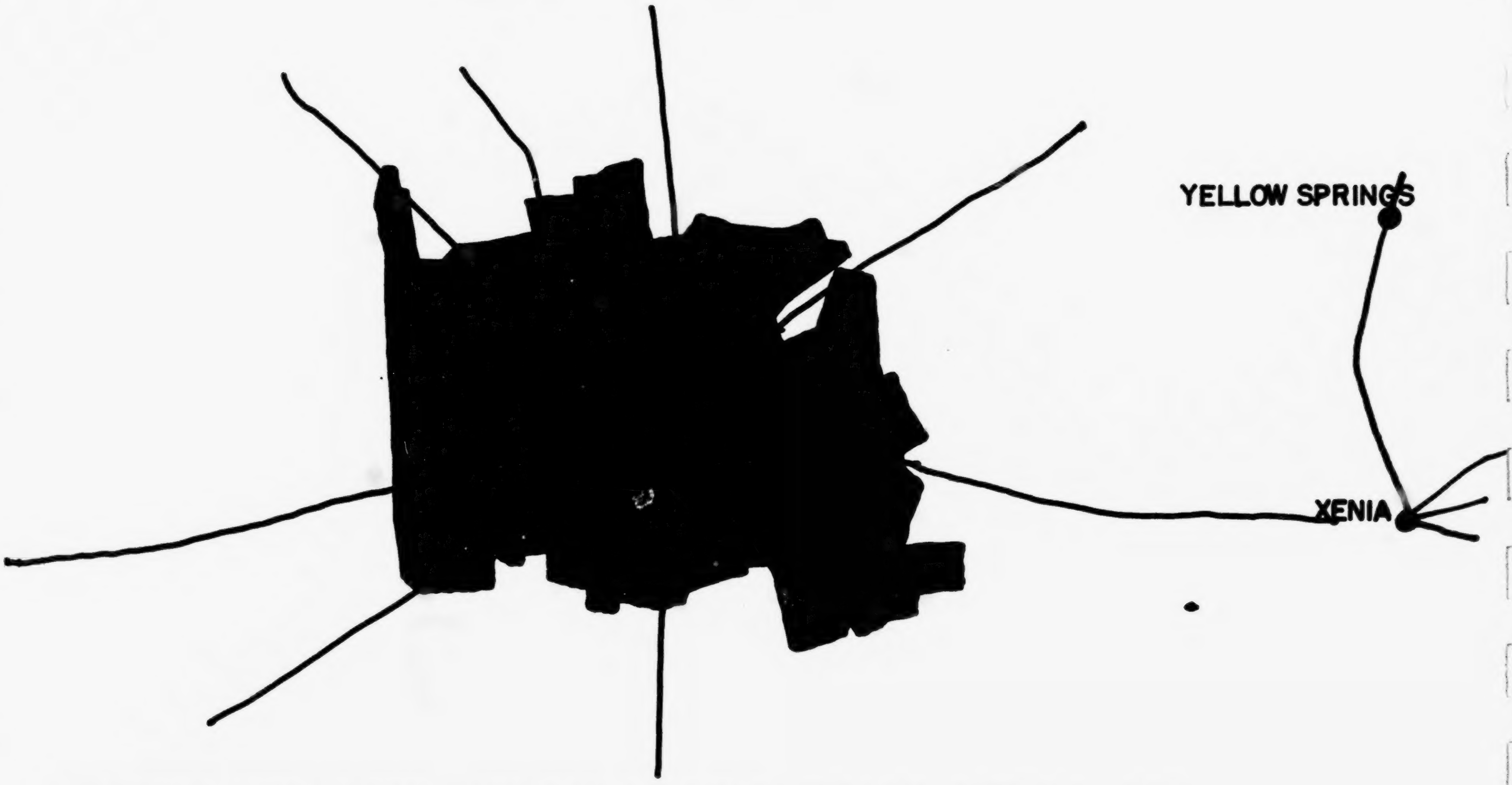

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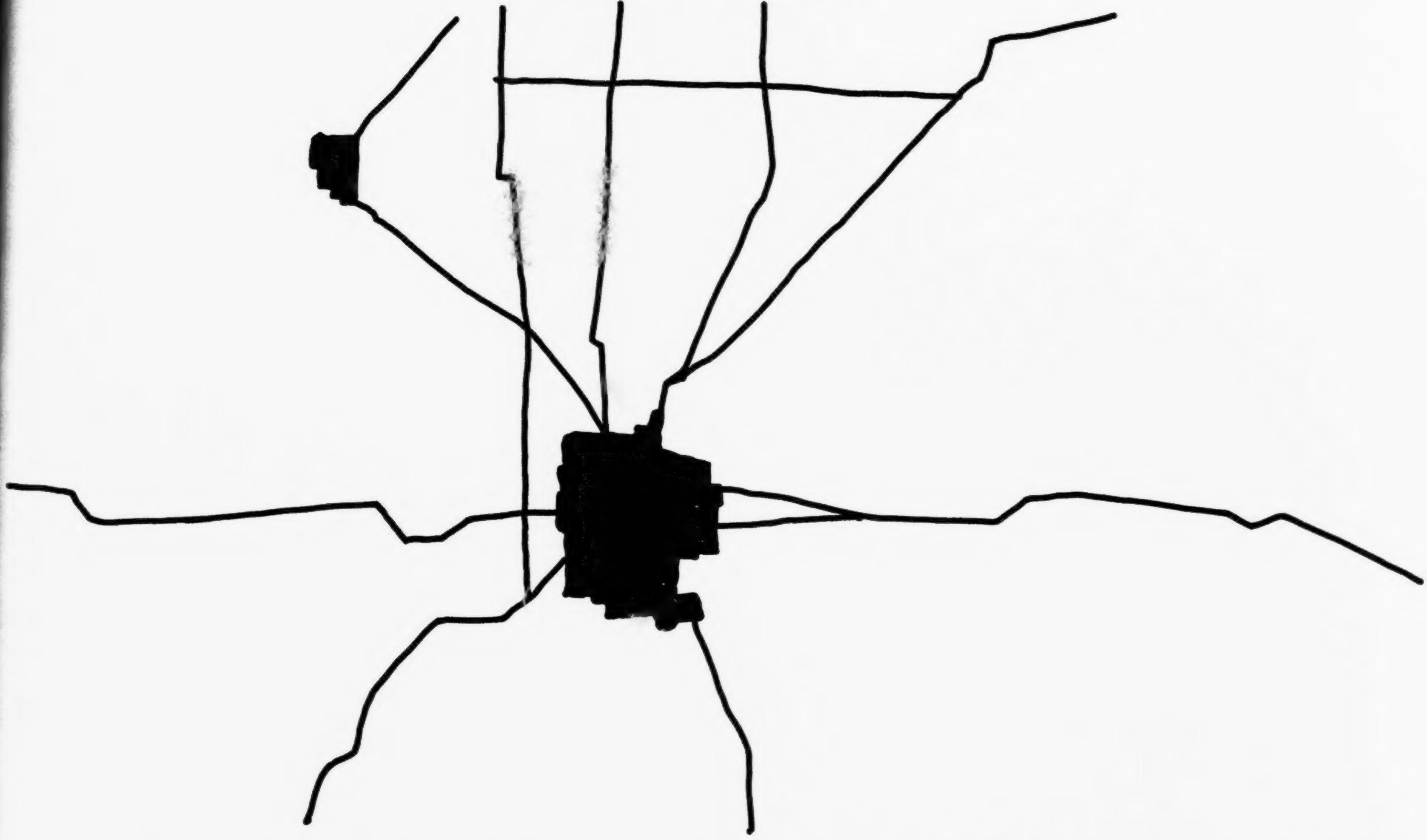

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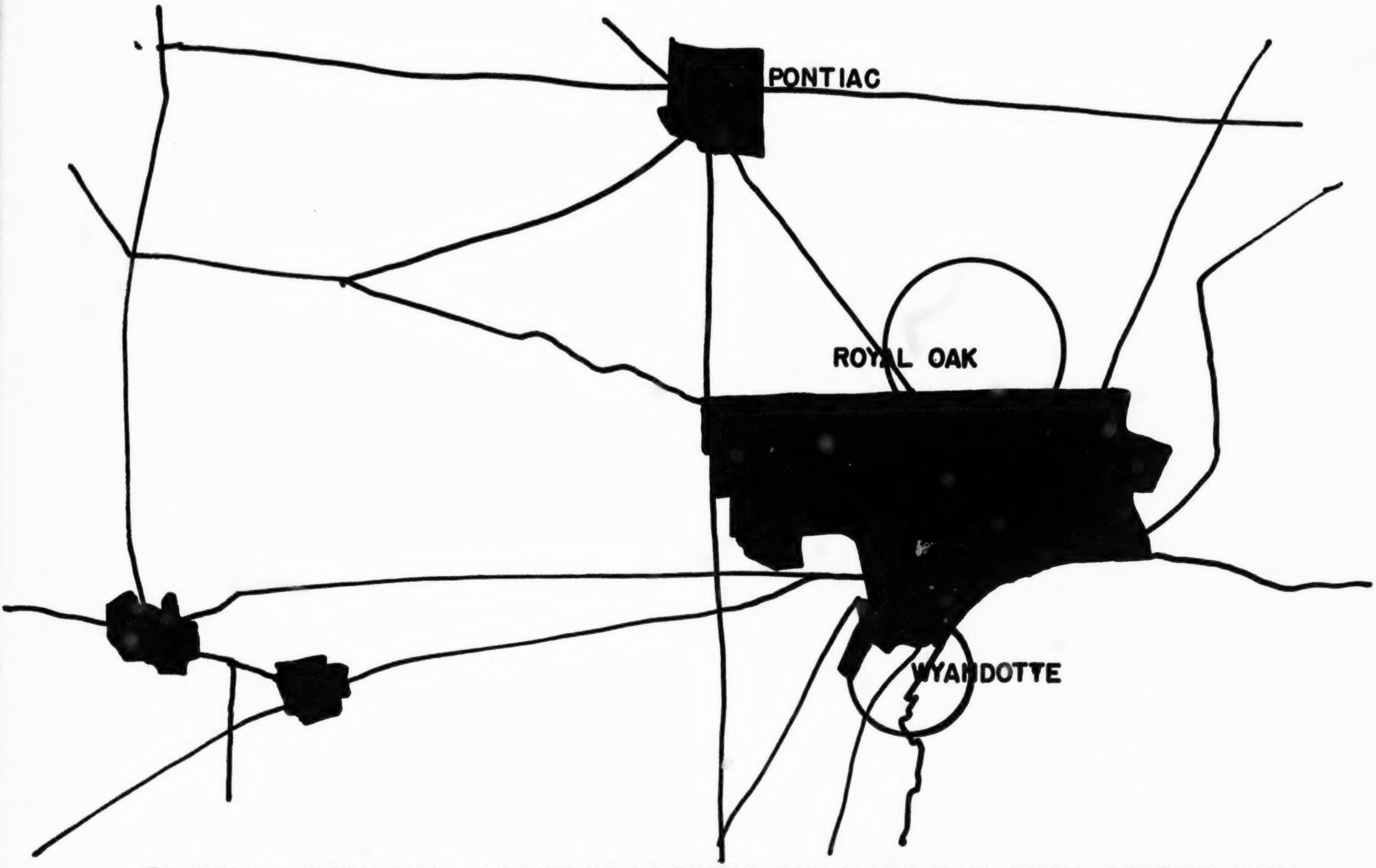

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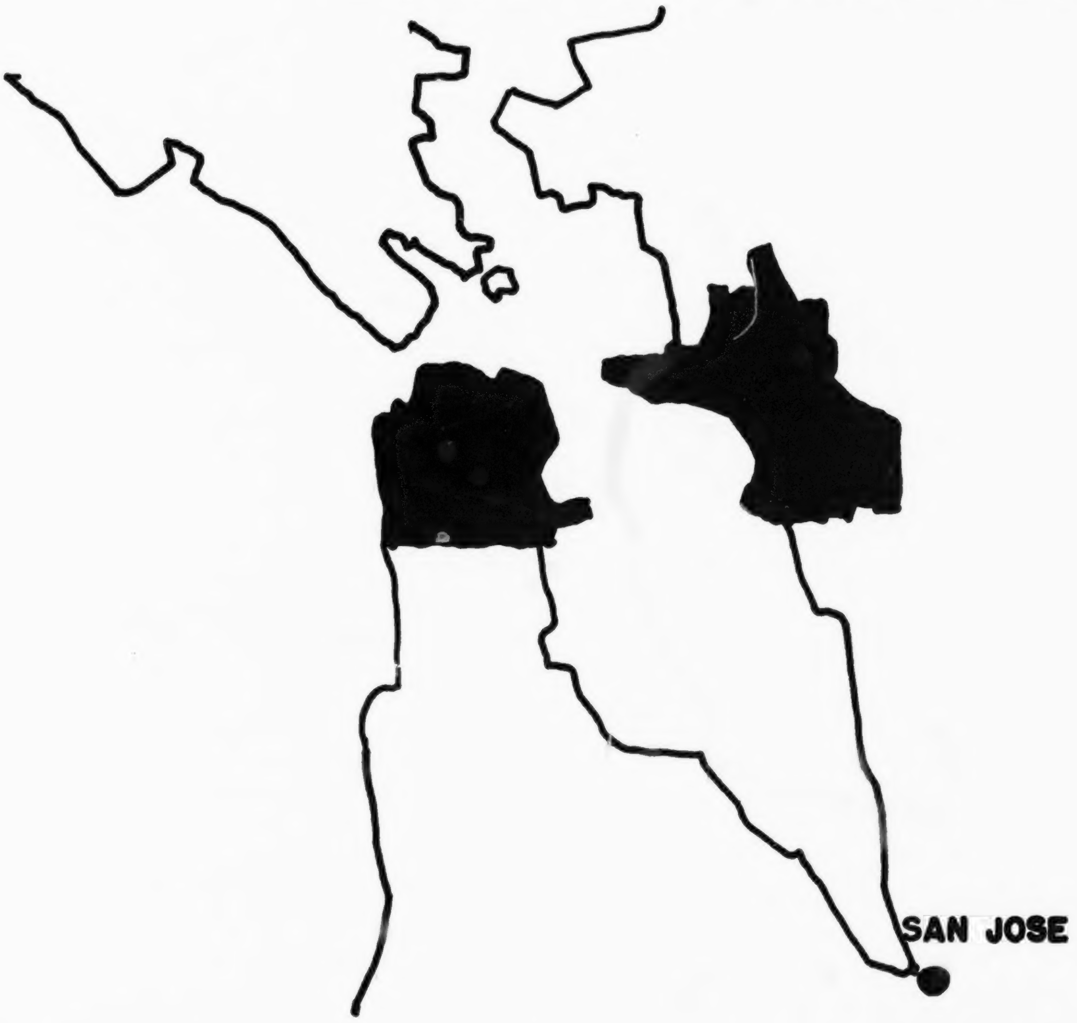

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PROGRAM SUMMARY

A demonstration of a recruitment and pre-employment training program for women, primarily 35 years of age and over, for administrative work in community social agencies.

Objective: To explore the practicability of a program of non-credit college study and work experience to prepare mature women (including non-college graduates) for administrative positions with social service agencies.

Population: 150 women in six areas: Boston, Massachusetts; Dallas-Fort Worth, Texas; Dayton, Ohio; Denver, Colorado; Detroit, Michigan; and San Francisco, California.

Staff: Two professionals and one secretary, assisted by two special consultants. In addition, 36 professional and administrative specialists and eight volunteers from sponsoring agencies gave many hours of service and consultative assistance. Also services came from regional directors, secretarial and clerical staffs of the two organizations. Three adult educators, a university dean of women, one director of graduate studies, and a government specialist comprised the advisory group.

Other Participants: Six state employment services; six colleges and universities; 25 councils of Camp Fire Girls, Inc., and Girl Scouts of the U.S.A., and nine other community agencies.

Recruitment: National and regional personnel specialists for Camp Fire Girls, Inc. and Girl Scouts of the U.S.A. recruited, interviewed and selected the trainees.

Training: A uniform core content was the basis for the 10-week training program. Each university developed its own methodology and weighted the topics. Participating councils and other agencies provided observation and supervised field work experience.

Placement: Six state employment services, personnel specialists of Camp Fire Girls, Inc., and Girl Scouts of the U.S.A., and project staff assisted trainees in their job searches.

ACKNOWLEDGEMENTS

This demonstration project was developed and continued on a partnership basis by Camp Fire Girls, Inc., and Girl Scouts of the U. S. A., two national organizations serving identical youth populations, in cooperation with the United States Department of Labor. Their staffs gave generously of their time and expertise whenever needed during the pre-planning and the implementing stages of the project.

Recruitment and referral personnel of the sponsoring agencies -- nine salaried and eight non-salaried professionals -- were unstinting in their efforts to interview and select the 151 women.[1] Their tours of duty deserve special commendation in view of the fact that normal, heavy work schedules or home responsibilities had to be maintained. The following women served during this important period of the project: Mrs. Thomas G. Brown,[2] Mrs. Edmund Darling,[2] Mrs. J.V. Edmondson,[2] Miss Hortense Geislar, Mrs. Jay Gibson,[2] Mrs. Edwin Laplace,[2] and Mrs. Jack Shannon[2] of Camp Fire Girls, Inc.; Mrs. Shirley Andrews,[2] Miss Eleanor Fulton, Mrs. Helen Goldstein, Miss Zelia Gorman, Miss Betty Hickman, Miss Beatrice Howell, Miss Isabel Kremer, Mrs. Robert Light,[2] Mrs. Luada Sandler, and Miss Marjorie Thompson of Girl Scouts of the U.S.A.

Sponsor liaisons were always ready to give support and counsel. They were Miss Winifred Brown and Miss Hortense Geislar of Camp Fire Girls, Inc., Miss Barbara Phinney and Miss Isabel Kremer of Girl Scouts of the U.S.A. Other individuals who aided project progress included: Dr. Hester Turner, Miss Sylvia Koose, Miss Helen Rowe, Miss Louise Fargher, Miss Dorothy Richardson, Miss Elma Stuckman, Mr. William C. Bowen, Miss Enis Truffi, Miss Kathleen Clancy, Mrs. Evelyn Salamone, Miss Frances Rotundo, and Mrs. Lynn Lewicke of Camp Fire Girls, Inc.; and Miss Louise A. Wood, Miss Florence Otto, Miss Dorothy Joyce, Mrs. Elisabeth Brower, Miss Eleanor McKay, Miss Kathryn Dougherty, Miss Wilma Lang, Miss Dorothy Taylor, Miss Josephine Schrimpe, Miss Mary Burke, Mrs. Clarence E. Cortner, and Miss Margaret Henderson of Girl Scouts of the U.S.A.

All regional directors responded willingly to help project administration within their jurisdictions and arranged for essential professional and clerical staff services as required.

---

[1] Includes one who did not report for class.

[2] non-salaried. Highly qualified volunteers accepted the invitation to contribute their talents so that a greater number of candidates could be interviewed.

Camp Fire Girls, Inc., contributed a spacious three-room office suite for the use of the project staff. The Camp Fire Girls' general services staff gave prompt and efficient service to make it possible to meet many deadlines.

Special commendation goes to Miss Normandy Coleman, secretary to the Director of Training and Personnel, Field Services Division, Camp Fire Girls, Inc., for her frequent emergency service to the secretarial staff during the entire project. In addition, special thanks are extended to her and to other secretarial personnel of both Camp Fire Girls, Inc., and Girl Scouts of the U. S. A. who worked arduous and long hours during the last week of the contract period in order to prepare camera-ready copy of the report so that it could be produced within the budgetary allocation.

Others, whose contributions are detailed in the body of this report, cooperated to move the program along. They included the employment services of the States of California, Colorado, Massachusetts, Michigan, Ohio, and Texas; the administrators and training coordinators of the six colleges and universities holding subcontracts; the 25 participating Camp Fire Girls and Girl Scout councils and nine additional community agencies. Nineteen national voluntary community agencies made valuable contributions by reacting to plans and by offering suggestions, many of which were incorporated in the project design.

News stories in metropolitan dailies, suburban dailies and weeklies contributed greatly to successful recruitment. The brochure was designed by Mr. Archimedes Vassiliadis of Archie's Arts and was produced by Mr. Sid Hornstein of Udell Stationary and Printing Company who were meticulous in their attention to details and in meeting deadlines.

Skillful guidance to the project staff was provided by the United States Department of Labor: notably by Mr. Aaron Bodin, the Project Officer; Mrs. Mary Resh, and the Women's Bureau.

With the support of this large group of competent specialists, the Advisory Group, the Consultants, and members of the project staff, including two former secretaries, Miss Lili Gonzales and Mrs. Marcia Wallace, it is my privilege to accept the responsibility for the submission of this report.

Ruby Sills Miller

August 1968

(Mrs. Glenn K. Miller)
Project Director

CHAPTER I

The Camp Fire Girls, Inc., and the Girl Scouts of the U. S. A. propose to institute an experimental pre-employment recruitment and training program for women in cooperation with six universities, some 25 or more of the sponsors' local councils, and other community agencies. The immediate goal is to add approximately 120 women - 20 from each of six geographical areas - to the community agency work force in 1968. The long-range goal is an improved body of knowledge on womanpower utilization looking toward improvements in recruiting, selection and training for careers in youth-serving agencies.

--PROPOSAL, dated June 6,1967, p.3

The objective of this demonstration project is to explore practicability of a program of non-credit college study and work experience to prepare primarily mature women (including non-college graduates) for administrative positions with social service agencies.

--SPECIAL PROVISIONS
Contract 82-34-68-02
U. S. Department of Labor
Clause No. 1(2)

PROJECT CONCEPTS

PROJECT OBJECTIVE

Finding additional ways to attract and train women for administrative positions within their 725-plus councils across the country is a major concern of Camp Fire Girls, Inc., and Girl Scouts of the U. S. A. These two organizations carry on informal educational programs in which one out of every six girls aged 7 through 17 in the United States participated in 1967. Both groups need the caliber of personnel who can maximize the effectiveness of their programs and services in order to prepare their girl members for happy, responsible adulthood and who can also make these programs available to the largest possible number of girls.

The United States Department of Labor is concerned with finding ways to utilize best the untapped reservoirs of womanpower. They have particular concern for providing wider and better opportunities for women over 35, many of whom are not accepted for jobs seemingly commensurate with their abilities, particularly if they lack college degrees.

These compatible needs led the three agencies to embark upon an experimental recruitment and pre-employment, non-credit training program, officially entitled EXPERIMENTAL PROJECT FOR ADMINISTRATIVE TRAINEES. Sponsored by Camp Fire Girls, Inc., and Girl Scouts of the U. S. A. under contract with the United States Department of Labor, this demonstration project was designed to "explore the practicability of a program of non-credit college study and work experience to prepare...women for administrative positions with social service agencies."[1]

THE POSITIONS INVOLVED

The nationwide ratio of paid staff in professional, administrative, and executive capacities of these two youth groups is approximately one to 1,100 girls and 240 adult volunteers. An increase of this ratio is not the aim of the project. Rather, it is to find and equip new personnel with skills necessary for efficient and immediate on-the-job performance. It is expected that information gained from this experiment may also result in improved in-service training for all personnel, salaried and non-salaried.

The two groups anticipate that 1,000 to 1,200 women will be needed during each of the next five years as replacements or to fill new paid positions resulting from program growth. The bulk of these positions is at the entry level in councils -- field positions that involve giving administrative, consultative, and supportive services to the nearly three-quarter million adult volunteers who provide direct services to over 3,500,000 girls.

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[1] Clause No. 1(2) SPECIAL PROVISIONS, CONTRACT 82-34-68-02, U. S. Department of Labor, 1967.

A number of other youth agencies, such as Girls Clubs of America and the Young Women's Christian Association, too, are looking for women with skills like those needed for the jobs described above. In addition, several agencies serving groups other than youth are continuously looking for paid personnel to carry out essential services for volunteer-centered programs. The experiment was designed to make it possible for these groups to consider project trainees for placement on their staffs.

THE TRAINEES

In initial discussions of the two sponsoring organizations with the Labor Department, an effort was made to determine the categories of women who might best be selected for the program to accomplish the purposes of all three parties. The following were identified as untapped reservoirs of womanpower that showed promise of producing qualified candidates for positions concerned:

--the mature woman graduate who wishes to reenter the labor force after her family care responsibilities had lessened but her economic needs increased.

--the woman graduate wishing to move from a routine job to one of greater responsibility and challenge.

--the recent college graduate without related experience.

Unless they have extensive volunteer experience or unusual backgrounds, mature women wishing to enter or reenter the labor market have found it hard to win acceptance in the professional ranks of social service workers. Women employed in routine jobs have found it equally difficult to cross the hard line that so frequently separates the "clerical" and "professional" worker. And the young woman fresh out of college is often turned away either because the agency feels it does not have time to induct her to the working world or because it judges her too immature for the task. Despite the mounting numbers of vacant positions in the social service field, the concepts of what it takes to do the job (often justified) prevail over any inclination to make exceptions to standards, even for college graduates.

For the non-college graduate the prospects are still more discouraging. In the face of the large numbers of applicants who want to help people and the small number of recruiting staff available to them, most social service organizations have found the requirement of a college diploma, however "dusty," a simple means of identifying the women who give the best promise of filling their needs. For many jobs in social service, the MSW, not the bachelor's degree, is a sine qua non. Yet many women in top careers never graduated from college.

Recognizing the problem of the non-graduate, the sponsors, with the Labor Department's encouragement, agreed to experiment in training another category of women:

> --those without the college degree whose volunteer and business experience might have demonstrated administrative potential.

Further, the sponsors agreed to encourage their local councils to consider these non-graduates for placement without, at this time, altering existing employment standards and practices. It was understood that all project trainees employed would receive the in-service training usually offered by councils to strengthen a worker's competency in her assigned job.

In addition to contributing to the need for staff in social service organizations, the focus of the program on these trainee groups was seen as a step toward opening up employment to the truly unskilled. For if short-term, pre-employment training could give these women the basic knowledge, confidence, and opportunity to move into jobs at their true level of competence, it follows that their jobs might open to women of lesser skill and background. Utilizing competency to the fullest helps unclog the back-up at the bottom levels of the unemployed.

The project contract called for 150 selectees and specified that at least one-fourth would be unemployed or under-employed women who are 35 years of age and over and who are not college graduates. Encouragement was given to exceed the 25 percent. This quota was met. In fact, 78 percent of the selectees were in the 35-plus age group, and 44 percent lacked degrees.

PROJECT AIMS

After the broad outlines of need and purpose had been defined, these specific aims were spelled out as the bases for the project design:

1. To help ease the current critical shortage of available qualified women for administrative posts in councils of Girl Scouts of the U. S. A. and the Camp Fire Girls, Inc., and other community social agencies.

2. To publicize the existence of such jobs in order to encourage mature women and recent college graduates to explore this field when they are entering the labor market or looking for opportunities more in line with their abilities.

3. To reduce the percentage of failures by women who accept positions with limited understanding of the job requirements and disciplines.

4. To encourage confidence in women with apparent potential who hesitate to enter new situations which seem highly competitive or represent the unknown.

5. To encourage Councils, each an autonomous (hiring) unit, to a greater acceptance of women who appear to have potential but lack some prescribed qualifications or are outside the preferred age range.

6. To help improve the level of initial performance on the job.

7. To encourage improved utilization of womanpower by the sponsoring organizations and related community agencies.

8. To furnish information to the office of Manpower Policy, Evaluation, and Research which could be of value to the Federal Government as it seeks improved ways of recruiting and training future manpower.

The project obviously promised to provide information on the feasibility of pre-employment training, both in the sponsoring organizations and in other community agencies. It also would offer an unusually good chance to analyze the strengths and weaknesses of cooperative undertakings in recruitment and training. Finally, it would provide an opportunity to assess the values and problems of short-term training conducted jointly by educational institutions and social service organizations.

CHAPTER II

OVERALL DESIGN

> The project plan is a unit design to be implemented in six widespread geographic locations. Each program will adhere to the basic project structure, which has been designed to permit adjustments to special needs which may arise.
>
> The project, as a whole, includes the recruitment and selection of trainees, a ten-week training program of classroom instruction and supervised work experience, placement of trainees, and program evaluation. The types of entry administrative positions for which this project is designed are:

Camp Fire Girls, Inc.	FIELD DIRECTOR:.... or DISTRICT DIRECTOR:....
Girl Scouts of the U. S. A.	FIELD ADVISER:....
Other Community Agencies	FIELD REPRESENTATIVE or DIRECTOR:.... (Appendix A)

--PROPOSAL, dated June 6,1967, p.6

THE TRAINING PERIOD

Personnel and training staffs of Camp Fire Girls, Inc., and Girl Scouts of the U. S. A. joined the project staff to plan the project design, with the assistance of a manpower and training consultant. The planning session took place in April 1967 after a feasibility study by the project staff. The study grew out of suggestions from the personnel and training units, which had earlier recommended conducting a 15-week training period, divided almost equally between classroom study and supervised field experience.

Two concerns caused the sponsors to cut the proposed training time by five weeks. One was the question of whether the best prospects would be unable to give 15 weeks of training time for which there were no job guarantees. Another was time and money needed for a program of this length.

It was concluded that, at least for experimental purposes, 10 weeks should be long enough. In this time trainees could gain an awareness of, and an orientation to, administrative work in volunteer-centered agencies. With this base, the woman interested in professional growth and increased expertise could follow a tailored plan of self development in line with her occupational objectives. If employed, she could also be further strengthened through in-service training. The planning group felt, too, that the sponsoring agencies should be able from a study of this length to determine if there are added ways to recruit and train needed staff. They should also be able to document their thinking in relation to new sources of womanpower and the employment of women who do not meet the usual requirements of education and experience.

TRAINING SITES

In arriving at the "six widespread geographic locations" for the experiments, the planning group used the following factors as criteria:[1]

1. University facilities recognized for competence and interest in a related area, e. g., continuing education programs for women and/or emphasis on community organization in one or more of their schools or departments.

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[1] Proposal, dated June 6, 1967, p. 15

2. Local and nearby Councils (both Camp Fire Girls and Girl Scouts) with the strengths and skills to provide supervised work experience.

3. Number of interested under-utilized or unemployed women who might be selected as trainees.

4. Number of community agencies with job opportunities in surrounding areas from which resonably mobile women who satisfactorily complete the training program could expect employment offers with favorable salary and fringe benefits.

On the basis of these criteria the two organizations chose six pairs of cities in different geographic areas, indicating in each case their first and second choices. The project staff was authorized to explore the appropriateness of the sites, assessing the interest and capacities of those who would need to be involved, and to recommend final choices.

In August 1967 the six sites had been selected and agreement to participate had been obtained from all parties. (In two areas the agreements were on a tentative basis because of a key executive vacancy and the illness of another executive director.) They were Boston, Massachusetts; Cleveland, Ohio; Dallas-Fort Worth, Texas; Denver, Colorado; Detroit, Michigan; and San Francisco, California. The Department of Labor agreed to approve substitute sites if necessary. Project activities were not confined to city limits but extended to contiguous and neighboring areas.

In November 1967 it was decided that a new city had to replace Cleveland, Ohio, because of the extended illness and subsequent resignation of one of the Cleveland agency executives. Dayton, Ohio was selected, although it was a smaller area with fewer resources than had originally been thought practicable, and all parties concerned cooperated to make a go of it.

Planning sessions with all of the cooperating units were held in each area in order to adapt aspects of the design to the program area. Most adjustments that needed to be made were approved by the Project Director at the time. Other adjustments were cleared with the project office by correspondence or telephone.

TRAINING INSTITUTIONS

The sponsors were interested in having the program offered by different disciplines and with different approaches. They hoped that this might help to isolate or identify factors affecting outcome.

As a result of negotiations, training in most universities and colleges (pages xii-xvii) was conducted under the auspices of special educational units, e. g., the continuing education or extension divisions. In San Francisco State College, the Departments of Recreation Education and Social Work Education joined forces for their first joint training program.

The special education units of the other schools called upon faculty and community resources who could provide to the trainees an exposure to many disciplines.

THE PROJECT CALENDAR

At the time the proposal was presented to the U. S. Department of Labor in June 1967, three training programs were planned for the fall months of 1967. The following eight weeks were left for adjustments that might increase effectiveness of the remaining programs, then scheduled between February 12 and May 17.

Administrative procedures requiring many clearances by the Department of Labor, the sponsoring agencies, the universities, and the participating councils resulted in delays. As a result the first program could not start until January 2, 1968 and the final one had a June 14 completion date. This caused overlap in all programs, increased the work load, and eliminated the time set for adjustments.

The six programs were conducted on the following schedule (See Chart 1):

	Recruitment Started	Training	Community Agency Reception
Boston Area	November 2, 1967	January 2 to March 8, 1968	February 2, 1968
Dallas-Fort Worth Area	November 26, 1967	January 29 to April 5, 1968	February 29, 1968
San Francisco Area	December 14, 1967	February 12 to April 19, 1968	March 14, 1968
Denver Area	December 14, 1967	February 26 to May 3, 1968	March 28, 1968
Detroit Area	January 29, 1968	April 1 to June 7, 1968	May 2, 1968
Dayton Area	February 7, 1968	April 8 to June 14, 1968	May 9, 1968

EVALUATIVE PROCESS

While sites and schedules were being worked out, evaluative instruments were were developed to measure the effectiveness of the major segments of each program and to make an overall evaluation of the project design. Since new and innovative ideas were of particular interest to the sponsors, it was decided to obtain the information through open-end, non-structured questionnaires.

It had been planned that the Project Director would return to each program center at the end of the training period for an evaluation conference with the university and the councils to supplement the information given in questionnaires. The rescheduling of the programs made this impossible because advance planning sessions had to be held in other cities on those dates. It was decided, therefore, to have the training coordinators come to New York City on April 29 and 30 to meet with personnel and training executives of the sponsoring organizations, to evaluate their programs, and to offer suggestions on future recruitment and training of personnel for community agencies. Major results of that two-day session are reflected in the chapter on CONCLUSIONS.

This evaluation session of coordinatiors resulted in some subsequent adjustments in the two programs which were still in session. The Detroit coordinator, for example, attempted to schedule a conference for trainee supervisors, before the field placement period, but there was not time. He was able, however, to offer suggestions on the basis of his learnings at the coordinators'session, to the key executives of the participating councils and agencies. In Dayton, supervised field service was extended to a wider variety of community agencies. This change in design lessened the strain on participating councils and broadened the exposure of the trainees.

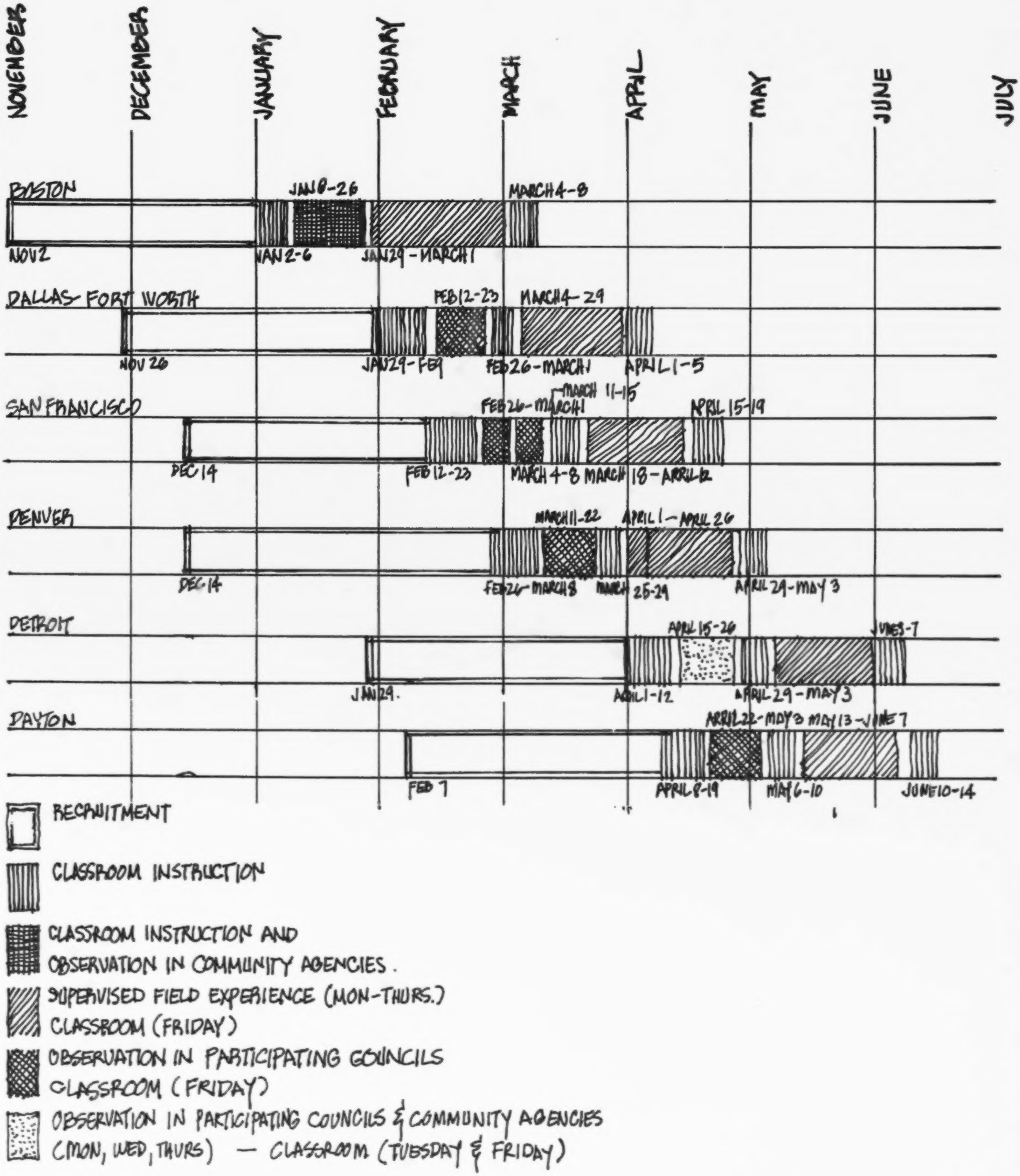
The Project Director attended an evaluation session of the university coordinators and the participating councils in the Detroit area. She also attended the closing training sessions in Detroit and Dayton, where she had an opportunity to hear the trainees conduct evaluative sessions.

RECOGNITION

The contract specified a program of non-credit college study and work experience. Closing recognition ceremonies were left entirely to the training institutions. In each center, special recognition was given and certificates were awarded. The San Francisco State College President and a former president of Antioch College addressed the trainees at the closing ceremonies.

CHART 1

PROGRAM SCHEDULING



Camp Fire Girls, Inc., is to serve as the accountable organization for:

1. Office space for the project staff.
2. Accounting for and disbursement of funds.
3. Immediate supervision of project staff.

Primary responsibility for project implementation is to rest with the Director of Personnel Department, Girl Scouts of the U. S. A., and Director of Personnel and Training, Division of Field Services, Camp Fire Girls, Inc.

--PROPOSAL, dated June 6,1967, p. 19

It is understood that Camp Fire Girls, Inc., and Girl Scouts of the U. S. A., are to be the joint sponsors of this project and that the provisions of this contract are acceptable to the Girl Scouts of the U. S. A.

--SPECIAL PROVISIONS
Contract 82-34-68-02
U. S. Department of Labor
Clause No. 1

Trainee Selection

The project staff is to plan and direct the recruiting campaign. Interviewing is to be done by the regional personnel advisers of Girl Scouts of the U. S. A., and the national recruiters of Camp Fire Girls, Inc., in the assigned geographic areas. Final selection of trainees will be the responsibility of the personnel units of Girl Scouts of the U. S. A., and Camp Fire Girls, Inc.

Services of the respective state employment divisions are to be utilized in line with their facilities. Attention is to be given to special procedures for trainees who qualify for allowances under Section 203--Title II of the Manpower Development and Training Act of 1962, As Amended.

--PROPOSAL, dated June 6, 1967, p.21

Training

The Contractor will enter into agreements with accredited colleges or universities to provide 10 weeks of classroom instruction for trainees in or near each of the 6 selected cities.... During this same 10-week period trainees will receive supervised on-the-job training and work experience in local councils of the sponsoring organizations or with other community service organizations. The training program shall follow as closely as practicable the plan and schedule set forth...(in)the Proposal.

The Contractor shall cooperate with the State agencies in each of the 6 states to arrange for allowances, subsistence, and transportation payments to trainees eligible for such payments under Title II of the Manpower Development and Training Act of 1962, As Amended.

--SPECIAL PROVISIONS
Contract 82-34-68-02
U. S. Department of Labor
Clause No. 1(3)b

Approximately 25 Girl Scout and Camp Fire Girls Councils are to provide the setting for observation and the supervisory staffs for the trainees' field experiences.

--PROPOSAL, dated June 6,1967, p.20

Placement

In cooperation with the State Employment Divisions, the Project Staff is to plan and direct the employment placement phase.

--PROPOSAL, dated June 6, 1967, p.23

PROJECT ADMINISTRATION

Since two organizations sponsored the project -- each with distinctive policies and methods of operation -- the recruitment-training process entailed unusually complex working relationships.

In addition to adapting to the ways of work of the national bodies of the Camp Fire Girls, Inc., and Girl Scouts of the U. S. A., the administrative relationships and procedures had to accommodate 25 local councils of the two agencies with relatively autonomous operations; nine other community service groups; six universities and colleges; and six state employment services.

In one organization it was necessary for the National Board of Directors, which meets three times annually, to establish a policy relative to accepting government funds. The other organization was having its first experiences on two government-funded projects as a result of grants made in 1964 and 1965 and was still involved in learning to handle administrative details. A few of the councils (separately incorporated local units) had been involved in community-action programs in which they had some responsibility for administering parts of a government-funded program. The national organizations' limited experience and the reported confusion encountered by some councils with government programs, coupled with the fact that the two organizations were undertaking their first joint endeavor, created some apprehension as to whether the project could be successfully administered.

The project brought into being a range of complexities that made it necessary to find ways of work acceptable to both groups. Certain aspects of administration defined in the contract by the United States Department of Labor provided a framework within which the project office operated. The project could not have operated effectively had it not been for the willingness of all units to diverge from their chosen methods of operation. The freedom of the project office to work directly with operating units in the field was essential to the success of the project.

PROJECT DIRECTOR'S RESPONSIBILITY

The Project Director, having been attached to the National Executive Director's Office of Girl Scouts of the U.S.A. for two and one-half years, had an understanding of the extent to which she could operate acceptably for this group. Decision to have the project office housed in Camp Fire Girls, Inc., headquarters resulted in the project staff becoming administratively responsible to Camp Fire Girls, Inc. The advantage to the Project Director was that it provided her a quick way to become oriented to policies, practices, program, and personnel of the Camp Fire Girls organization.

The councils and national staff of the Camp Fire Girls, Inc., in turn had a chance to get acquainted with the Project Director.

Flexibility of operation increased the Project Director's responsibility for keeping both organizations fully informed of developments so that they could offer counsel before key decisions were made. Personnel and training specialists of both organizations stood ready to contribute their particular abilities as a major part of the sponsors' "contributions in kind."

Since the two organizations are open to identical populations, the project staff also carried the singular obligation of recognizing and maintaining confidential information.

STAFF SEARCH

To assure objectivity in operating the project, the sponsors had decided that the project staff should be selected from candidates outside either organization. After nearly six months of search for a project director, the decision was reversed and the position was offered to a short-time staff member of Girl Scouts of the U. S. A. Her selection was based upon her background of work experience with a university and with a Washington, D.C.,-based national organization, as well as upon her experience as a generalist in a youth-serving agency. She resigned her position with Girl Scouts of the U. S. A. to undertake the project.

Search for the assistant director and the secretary required several weeks at the beginning of the nine-month planning grant period, which became effective December 1, 1966. Potentially qualified candidates resisted taking an assignment which could terminate in nine months or less if a feasible plan did not materialize. The first secretary resigned after 11 months for a job more in line with her interests, and the second secretary left after five months because she moved away from New York City following a death in her family. While such turnover is not atypical, it is a likely hazard of the project-type organization.

CONTRACTING PROCESS

The nine-month planning grant was made for December 1, 1966 to August 31, 1967 by the Office of Special Manpower Programs, U. S. Department of Labor, to the National Boards of Directors of both organizations. Signing the grant agreement for the sponsors were the Executive Vice President of Camp Fire Girls, Inc., and the Treasurer of Girl Scouts of the U. S. A. When the 12-month contract was approved, government regulations made it necessary to designate only one agency as the prime contractor, with complete agreement of the other. The Executive Vice President of Camp Fire Girls, Inc., was authorized to serve as the Contracting Officer, both for the prime contract and for the subcontracts with the six training institutions.

The contract designated the continuation of the Project Director, by name, for the period of the contract, September 1, 1967 to August 31, 1968. Also designated in the contract were the six program sites, one of which had to be changed at a later date due to the illness of a major participating council's executive director.

STAFF SUPERVISION

Technical direction of the project, including immediate supervision of the project staff, was delegated by the National Executive Director of Camp Fire Girls, Inc., to the Director of Personnel and Training, Division of Field Services. She and the Director of the Personnel Department, Girl Scouts of the U. S. A., carried primary responsibility for the project within their respective groups. Together, they were charged with "opening the doors" to other resources within their agencies. Initially it was necessary for them to establish criteria for selecting program sites, then to obtain agreement of their organizations on the choice of sites and of adjacent councils with the strengths and resources to participate.

ADVISORY GROUP

The two organizations also recommended and agreed upon a list of persons from which the Advisory Group (page x) was selected. They were chosen for their knowledge of current adult education principles and their awareness of the needs in the community social agency field. The group included three adult educators, a university dean of women, a director of graduate studies, and a government specialist.

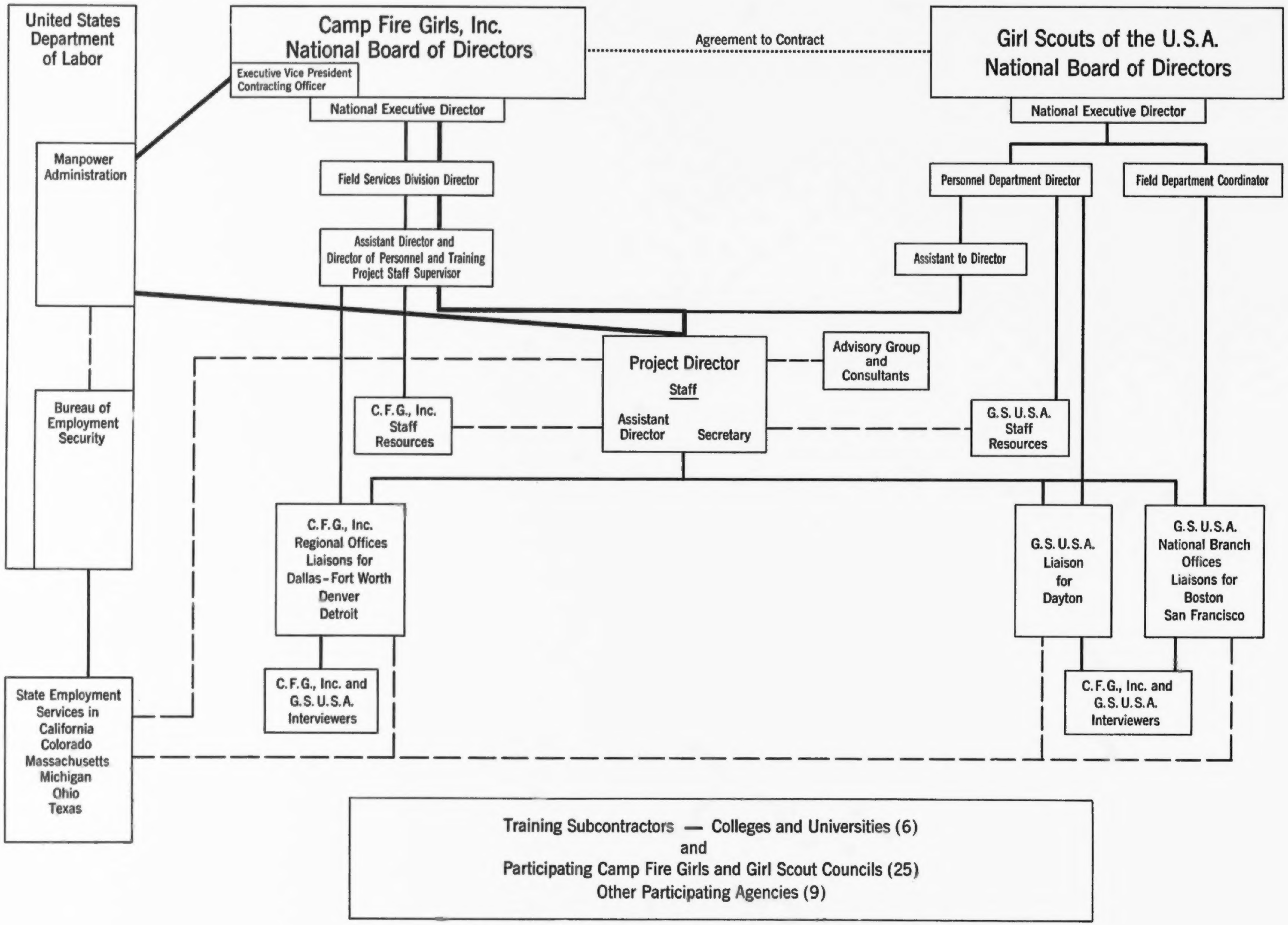
These individuals carry demanding professional responsibilities that made it impossible for them to come together as a committee. Instead, they made their contributions through individual conferences in person and via the telephone with the project staff. These contributions included recommendation of educational resources, review of training content, and assessment of the contract proposal.

WORKING RELATIONSHIPS

The complex of organizational relationships is shown in Charts 2 and 3. Dots represent the sponsors' agreement; heavy lines represent contractural relationships, the contracting process, and the contractor's supervisory responsibility; lighter solid lines indicate administrative responsibilities; and broken lines show the informal cooperative interaction.

Relationships of Participating Groups

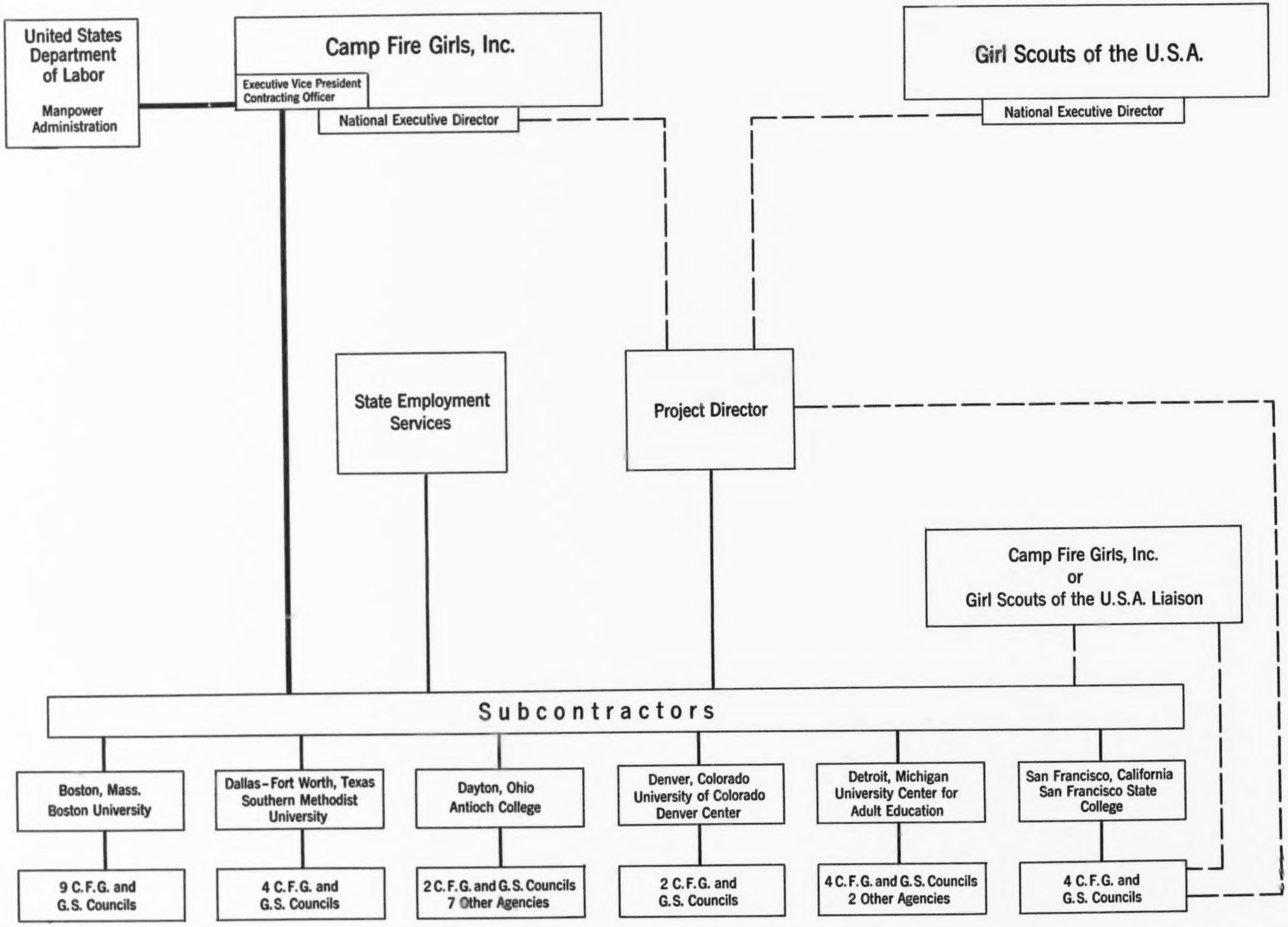
Chart 2


United States Department of Labor
Manpower Administration
Bureau of Employment Security
State Employment Services in California Colorado Massachusetts Michigan Ohio Texas
Camp Fire Girls, Inc. National Board of Directors
Executive Vice President Contracting Officer
National Executive Director
Field Services Division Director
Assistant Director and Director of Personnel and Training Project Staff Supervisor
Agreement to Contract
Girl Scouts of the U.S.A. National Board of Directors
National Executive Director
Personnel Department Director
Field Department Coordinator
Assistant to Director
Project Director
Staff
Assistant Director
Secretary
Advisory Group and Consultants
C.F.G., Inc. Staff Resources
G.S.U.S.A. Staff Resources
C.F.G., Inc. Regional Offices Liaisons for Dallas-Fort Worth Denver Detroit
C.F.G., Inc. and G.S.U.S.A. Interviewers
G.S.U.S.A. Liaison for Dayton
G.S.U.S.A. National Branch Offices Liaisons for Boston San Francisco
C.F.G., Inc. and G.S.U.S.A. Interviewers
Training Subcontractors — Colleges and Universities (6)
and
Participating Camp Fire Girls and Girl Scout Councils (25)
Other Participating Agencies (9)

See Chart 3 for Diagram of Working Relations (Training Subcontractors and Councils)

Chart 3

Diagram of Working Relationships (Training Subcontractors and Councils)


United States Department of Labor
Manpower Administration
Camp Fire Girls, Inc.
Executive Vice President Contracting Officer
National Executive Director
Girl Scouts of the U.S.A.
National Executive Director
State Employment Services
Project Director
Camp Fire Girls, Inc. or Girl Scouts of the U.S.A. Liaison
Subcontractors
Boston, Mass. Boston University
Dallas-Fort Worth, Texas Southern Methodist University
Dayton, Ohio Antioch College
Denver, Colorado University of Colorado Denver Center
Detroit, Michigan University Center for Adult Education
San Francisco, California San Francisco State College
9 C.F.G. and G.S. Councils
4 C.F.G. and G.S. Councils
2 C.F.G. and G.S. Councils 7 Other Agencies
2 C.F.G. and G.S. Councils
4 C.F.G. and G.S. Councils 2 Other Agencies
4 C.F.G. and G.S. Councils

Charts 2 and 3 portray relationships solely as they related to this project and bear no relationship to normal operations.

PARTICIPATING COUNCILS (pages xii - xvii)

Early in the planning period, 13 cities were designated as potential program sites. Project staff members began investigation with universities and colleges which might provide the classroom portion of the training. Concurrently, they held conferences with executive directors of selected councils. The National Executive Directors wrote to their councils in advance of the Project Director's visits, inviting them to consider becoming project participants. All councils responded favorably to the idea, but a few declined because of timing or unusual problems.

TRAINING INSTITUTION SUBCONTRACTORS

Six universities and colleges (pages xii - xvii) conducted training programs under subcontracts negotiated by the Project Director and signed by the contracting officer for the sponsors after approval by the U. S. Department of Labor. Ways of work and methods of contracting varied from institution to institution.

After a training plan and preliminary subcontract drafts had been agreed upon, it required from 35 days to three months to clear them through the administrative channels of the university or college and the U. S. Department of Labor. Subcontracts for the first and second programs were completed in 42 and 35 days respectively. The last four, patterned after the approved subcontracts, took from two months to slightly over three months to complete.

OTHER COMMUNITY AGENCIES

As the planning progressed, it was obvious that in some locations demands were too great on the available Camp Fire Girls and Girl Scout councils. Moreover, participation of some other agencies gave promise of increasing job opportunities. Therefore, the Detroit and the Dayton training coordinators, in cooperation with the Project Director, enlisted the help of nine additional agencies to administer field placement services for 14 trainees.

PRIMARY LIAISON RESPONSIBILITIES

To provide supporting on-site services, primary liaison responsibilities were accepted by Girl Scouts of the U. S. A., in Boston, San Francisco, and Dayton, and by Camp Fire Girls, Inc., in Dallas-Fort Worth, Denver, and Detroit.

Liaison responsibilities included: receiving requests for interviews; prescreening; arranging interview schedules in cooperation with counterpart(s) in the other sponsoring agency; arranging for and clearing selection of trainees;

processing the necessary follow up with selectees; working with the state employment service; contacting community agencies, college alumni and placement offices, media, and other sources to secure more recruits as needed; and handling a myriad of details essential to the efficient operation of the program within her jurisdiction.

Where possible, the liaison carried relationships throughout the course with the participating university or college and with the Camp Fire Girls and Girl Scout councils, and continued to work with the professional placement office of the state employment service and the trainees in their job searches.

RECRUITMENT OF TRAINEES

With two exceptions necessitated by internal organization circumstances, recruitment of trainees was the responsibility of the personnel advisers for Girl Scouts of the U. S. A., and the national recruiters (hereinafter called personnel advisers) for Camp Fire Girls, Inc., who normally carry recruiting functions in their assigned areas. Services of the personnel advisers varied from site to site, depending upon the amount of time they could give to the project and still carry out their other work commitments.

The project staff, working closely with the designated recruiters in each area, planned and directed the overall recruitment campaign. With the counsel of these recruiters and guidance from the national headquarters recruiting specialists, it was possible to adjust the plan to the area and to make changes as new programs began. Local council staffs were also encouraged to offer suggestions and to participate in the planning.

Flexibility soon became the key to success in carrying out the recruitment and selection phase of the project. When possible and necessary, the project and the national offices' staffs gave increased attention to details, regional directors gave personal attention and assistance. In one region a relationships adviser was released from her regular duties to carry liaison responsibilities; two National Board members -- one in each of the two sponsoring organizations -- assumed temporary professional non-paid operating roles. Personnel units of the national headquarters provided 36 days of interviewing time by redeploying their staffs to sites needing emergency assistance. The work of the interviewers, 17 in all, (page xx) was a major part of the "contributions in kind" from the project sponsors.

SELECTION OF TRAINEES

The national personnel units of the two organizations delegated to the personnel advisers the task of selecting the trainees within their jurisdictions. At all times, the interviewers were free to consult with their national personnel units and the project staff. They were encouraged to use telephone service when time did not permit correspondence.

Interviewers sought the counsel and guidance of state employment service staffs with whom they worked. In two areas, employment service personnel shared interviewing responsibilities. In one of these areas, at the request of the service, a member of the state staff served on the selection team. Preliminary screening in another area was handled by the employment service interviewer; this reduced the workload for the interviewers, one of whom had to make a 1200-mile round trip to handle her part of the interviews.

In all six areas, the Manpower Development and Training personnel or the professional placement personnel of the state employment service gave generously of their time and expertise to the recruitment-selection phase of the program.

EMPLOYMENT PLACEMENT

The professional placement offices (page xi) of the state employment services cooperated with the Project Director in planning the job placement assistance offered trainees. Each office was represented by its interviewer and other staff at a mid-term reception, to which community agency executives were also invited and at which the trainees were introduced.

The placement offices have continued to be an important link between the trainees and the project office. Each assigned one person who actively urged non-sponsoring agencies to consider the trainees. These persons, the personnel advisers of the sponsoring groups, and the project staff all cooperated in an effort to gain acceptance for the trainees -- particularly the older woman with or without a degree. Personnel advisers of the sponsoring organizations also carried heavy placement responsibilities of their own, seeking job opportunities within the local councils.

Since nearly one-third of the trainees indicated that they wanted to wait until the fall months to accept jobs, considerable work is still being carried on to encourage and assist the trainees.

TRAINEE ALLOWANCES

State employment services in California, Colorado, Massachusetts, Michigan, Ohio, and Texas (page xi) were responsible for filing MT-2 forms requesting that monies be reserved by the Bureau of Employment Security, U. S. Department of Labor, for allowances to eligible trainees. Their Manpower Development and Training personnel or the Professional Placement Offices, depending upon the individual state's structure, were responsible for certifying the trainees and determining their weekly allowances.

Payment of allowances to eligible trainees was administered by each state employment service from funds under Title II, Manpower Development and Training Act, 1962, As Amended. Budget requests were made by the states in consultation with the Project Director after notification by the regional offices of the Bureau of Employment Security, United States Department of Labor.

TABLE I

ALLOWANCES BY PROGRAMS

Location	Allowances Budgeted $	Training Allowances Paid		Transportation Allowances Paid		Subsistence Allowances Paid		Total Amount Paid $
		Trainees	$	Trainees	$	Trainees	$	
Boston	6,890.00	1	440.00	25	515.00	--	--	955.00
Dallas-Fort Worth	15,500.00	7	2,842.00	21	1,159.92	--	--	4,001.92
Dayton	10,085.00	7	2,972.00	23	1,013.70	--	--	3,985.70
Denver	12,250.00	5	2,650.00	16	601.00	2	495.00	3,746.00
Detroit	8,100.00	6	3,590.00	24	1,038.00	--	--	4,628.00
San Francisco	16,750.00	10	5,639.62	23	703.71	1	335.00	6,678.33
TOTAL	69,575.00	36	18,133.62	132	5,031.33	3	830.00	23,994.95

The sum expended was only 34 percent of the sum budgeted because there was limited data upon which to base estimates. Of the 150 trainees, 36, or 24 percent received training allowances totalling $18,133.62, or an average of $503.71. Three received subsistence allowances in the sum of $830.00. A total of 132 received transportation allowances in the total sum of $5,031.33; this amounts to an average per person allowance of $38.12 and, assuming 50 days of attendance per person, is at the daily per person rate of 76 cents. (Table 1).

The total amount expended was $23,994.95 from the budgeted sum of $69,575.00.

COSTS OF PROJECT OPERATIONS

All final cost statements are not available at this stage, but careful planning and university-college cooperation have made it possible for the project to remain within the budgetary limits established in the contract.

Training cost estimates were based upon data obtained from three sources during the planning period. Quotations from three schools were in excess of the sums allocated; their interest in undertaking the project led these schools to adjust the program to fit within the budget or to absorb some of the costs in order to be selected. Invoices from two of the universities totaled 10 to 20 percent less than the maximum sum allowable under their subcontracts. One university submitted an invoice slightly in excess of the maximum; this sum could not be allowed within the terms of the agreement.

Part of the unexpended funds are those requested to provide trainees with required transportation during their field experiences. At the time the request was made, it had not been possible to determine if these costs would come from the project budget or from the Title II funds administered by the states. The states later determined that it was possible for them to pay these transportation costs.

SERVICES CONTRIBUTED BY SPONSORS

Four types of "contributions in kind" were made by the sponsoring national organizations. The Camp Fire Girls, Inc., administrators of the contract, provided a three-room suite of offices in their national headquarters. Thirty-six professional, administrative, and executive personnel of the two agencies gave supervisory, consultative, and specialist services for the project staff. The organizations paid travel costs and incidental office expense for 17 who were liaison and interviewing persons for the six program areas. They also made it possible for seven of their national executives to take time to participate as lecturers or workshop participants for 13 assignments in the six training programs at no costs to the subcontractors (Page xx and Appendix C-2).

Another major in-kind contribution was the work of 143 executive and professional people from the 25 cooperating Camp Fire Girls and Girl Scout Councils and from the nine community agencies that provided direct supervision for the 150 trainees during the four- and five-week field experience phases (Appendix C-3). A number of these persons participated, too, in the classroom training and offered administrative and consultative services to the project staff and the training coordinators (Appendix C-2).

The project budget called for 73 percent to be financed by the Title I funds of the Manpower Development and Training Act, 1962, As Amended, and 27 percent by the national sponsors, their participating councils, and other community agencies.

Delay in starting the training, a change in the site of one of the programs, and the amalgamation of two regional Girl Scout offices resulted in the need to redeploy more staff from the national headquarters than planned to accomplish the recruiting and interviewing. Two training programs were not completed until June 7 and 14, 1968 (four and six weeks later than planned). This fact, together with the unanticipated amount of time needed to assemble and verify data, delayed completion of the final report and the closing of the project office. A request to extend salary expenditures, from unexpended funds, for the project director and the secretary for not more than 45 days beyond the end of the contract was declined. This will result in a need for added staff services by the national sponsors, thereby increasing their portion of the projected 27-73 percentage ratio of contribution.

CHAPTER IV

The sponsors propose to make particular efforts to recruit up to one-fourth of the total number of trainees from among mature women whose education is at less than the bachelor's degree level to test the success potential of such women without jeopardizing the overall need for qualified administrative personnel....Special attention is to be given to their integration into training and work experience activities and to the evaluation of their performance and progress.

--PROPOSAL, dated June 6,1967, p.4

Recruitment and Selection of Trainees--....

Group I. Unemployed mature women, some college graduates and some non-college graduates, who are motivated to enter or reenter the work force.

Group II. Employed women, particularly college graduates, now working below their potential.

Group III. Young women college graduates who are entering the work force.

. . . .

It is planned to select 25 recruits in each of the six areas in an effort to assure the goal of 120 completing the training.

--PROPOSAL, dated June 6,1967, pp.7-8

RECRUITMENT AND SELECTION OF TRAINEES

The Contractor will recruit and select a minimum of 150 trainees....At least one quarter of the trainees shall be unemployed or underemployed women who are 35 years of age or over and who are not college graduates. The Contractor is encouraged to select as many women in this category as possible. Young women college graduates shall be selected only after every effort has been made to recruit and select women 35 and over....

--SPECIAL PROVISIONS
Contract 82-34-68-02
U. S. Department of Labor
Clause No. 1(3)a

RECRUITMENT SCHEDULES

The original project design called for six weeks of concentrated effort in each area to recruit trainees, with personnel advisers from each sponsoring agency freed to give recruiting and interviewing of prospects their primary attention. Brochures, news releases, and other promotion plans were to be ready for the area as it began its drive.

However, regional advisers brought an appeal for more advance time, preferably three months. This request was made because revised training dates conflicted with their work plans and prior commitments and because they felt more time would be required to attract women to the program. They expected that extensive individual recruiting would be necessary to find the right women. Changes in staff assignments of some personnel advisers and the resignation of one adviser also made six weeks look like too short a time.

Then, as planning took place with the state employment services, it became obvious that in some cities ten days would be needed for processing and certifying selectees for the training program.

Rescheduling took place, with direct recruitment promotion starting from eight to ten weeks in advance of the starting date.

ORGANIZATION FOR RECRUITMENT

Primary Liaison Support

A link was needed between the project office and the several parties in an area. It was decided that Camp Fire Girls, Inc., and Girl Scouts of the U. S. A. would take this responsibility for three areas each and one recruiter would be designated as liaison representative. Where an organization had a regional office it would carry liaison responsibility. Camp Fire Girls, Inc., carried primary responsibility in Dallas-Fort Worth, Denver, and Detroit. Girl Scouts of the U. S. A. provided this service in Boston, Dayton, and San Francisco. Each liaison person was asked to file a report for evaluation purposes (Appendix B-3).

Volunteers as Recruiters

The recruitment phase demonstrated a cooperative working relationship between paid and non-paid staff, working as partners in five of the six program centers. The non-paid staff were volunteers invited to provide this service because of their expertise and prior experience recruiting for the sponsoring agencies. A total of 17 women, nine paid and eight non-paid, provided liaison, recruiting, and interviewing service in the six cities (page xx).

State Employment Staff Assistance

State employment services (page xi) gave supplementary help, and in two cities, Denver and San Francisco, they participated in the interviewing phase. All state employment services provided interviewing space and telephone and reception services; with only few exceptions all interviewing took place in their offices. This was done as a convenience to the prospects. It enabled them to find out, on a "one-stop" visit, both about the program and about allowances for which they might be eligible if selected. Interviewers refrained from giving allowance information except under unusual circumstances, and then only under direction from the employment service.

At the suggestion of the state employment services, interviewers and project staff suggested to women who could not be considered for the program that other training programs or jobs might be open to them through the employment service. Special emphasis was placed on this service for the Detroit area, where initial inquiries came from nearly 400 women, only a few of whom could qualify.

The close cooperation of the personnel advisers, the state employment services, and the project staff, combined with the willingness of the national sponsors to redeploy some of their staffs on an emergency basis to the interviewing areas, made it possible to select the women in eight to ten weeks and allow where necessary the ten days for processing through state employment channels.

PROMOTION

Responsibility

Promotion plans were developed by the project staff in consultation with the state employment services, the liaison representatives and interviewers, the councils, and other key persons in the program centers. Public relations staffs of the councils helped in opening the doors to media in some cities. In addition, the training coordinator of Dallas-Fort Worth made media and promotion contacts on behalf of the Assistant Project Director.

The Assistant Project Director assumed primary responsibility for development, handling and follow-up on the brochure. She also helped in making advance contacts for the Project Director, the liaison person and the recruiters.

Government Announcement

The first announcement of the program was made in a general press release from the Office of the Secretary of Labor W. Willard Wirtz on October 8, 1967. It received wide attention, particularly in the announced program sites.

Immediately local Camp Fire Girls and Girl Scout offices were deluged with inquiries, which were forwarded to the project office for attention. It soon became evident that more women than anticipated were interested. From 100 to 450 women in each of the six program areas asked for interviews or wrote for more information when they learned of the training opportunity.

The Brochure

It was decided to print 1,000 recruitment brochures (Appendix B-1), which were to be available to each program center. The request list by December 1 numbered 373 from Detroit alone. More than 30 women from that area wrote a second and third time, even though they had been informed that brochures would be sent to them early in February. Letters came from other parts of the country, too, asking if and when the program would be available for them.

The designer of the recruitment brochure was instructed to provide a not-too-expensive folder because of budget limitations. This precluded use of such eye-catching devices as multi-colored inks, elaborate illustrations, heavy papers, and/or odd shapes that required special envelopes and would increase postage charges.

Accordingly, in the interests of practicality, a brochure was designed that could be inserted in the regular No. 10 business envelope. The weight of the stock was selected for economical mailing.

To keep within the budget, a one-color brochure was printed on white offset stock, folded three times to form a six-page leaflet, with each page measuring 4" X 8 3/4". Type was black throughout, enlivened on the cover by a 40 percent black benday for contrast. Visualization was aimed at appealing to a woman of "any age" and was intended to make her feel that she could identify with the figure shown. Art work played up the sketch of an attractive woman whose hand was opening a door imprinted with the question: "Looking for an Opening in Community Career Circles?" The answer, "HERE'S A WEDGE FOR YOU", was given on the double triangular base on which she was standing, which pointed to the legend: Experimental Project for Administrative Trainees, Sponsored by Camp Fire Girls, Inc., and Girl Scouts of the U. S. A.

Details of the program were given on the three inside folds and covered eligibility, what would be taught during the training course, costs, job availability, salaries, future expectations and instruction for applying for the program. Copy remained the same for each area, with the exception of the fourth fold which changed site-by-site. Here specifics as to where and when the individual courses would take place were inserted. Following the statistics was the notice "Your Interview Request Form...Mail it Today!" A glued-on pocket contained a pre-addressed inquiry blank to be filled in, sealed and mailed by the candidates. In Dayton and Detroit, alterations were made on the interview request form when postal rates were increased from five to six cents. In all but one area, post office boxes were used for the returns. In Detroit, where the response was overwhelming, the forms were directed to the project office in New York to permit pre-screening and to ease the task of the liaison person, who had no secretarial service.

The final fold of the brochure carried additional identification in a black-bordered block: Camp Fire Girls, Inc., and Girl Scouts of the U. S. A., Co-sponsors in cooperation with the U. S. Department of Labor. The combined insignia of the two agencies completed the page.

Liaison representatives in each region had primary responsibility for circulating the brochures. They collected requests from the post office boxes which they had rented for the duration of the recruitment periods, and dispatched the folders as requested. Brochures in answer to queries from Detroit were sent out from the New York project office.

Additionally, brochures were supplied for distribution to local community service organizations, state employment services, sponsoring councils, the training institutions and selected individuals in various areas.

Radio, Television and Newspapers

Press coverage ranged from the use of a news release prepared by the project office to several-column feature stories, with in-action pictures taken by the staff photographers. The women's page of the Denver Post carried a feature story, resulting from an interview with the Project Director, the liaison person and her interviewing counterpart. The story, in part, read "Denver's shortage of professional workers in community agencies is not nearly as acute as that of other cities." Particular efforts were made to emphasize the importance of relocating for job opportunities. The women there were alerted, both through a 45-minute radio "call-in" and this news feature, that nearly all job opportunities would be outside the immediate area. Even with this warning, inquiries came immediately from more than 250 women. Preliminary screening and information was handled through the state employment service, narrowing the field to 77 for the interview schedule.

At the time of the active recruitment drive in two of the cities (Detroit and San Francisco) leading daily newspapers were on strike. The outlying and weekly newspapers in these areas became key publicity contacts with the interested women.

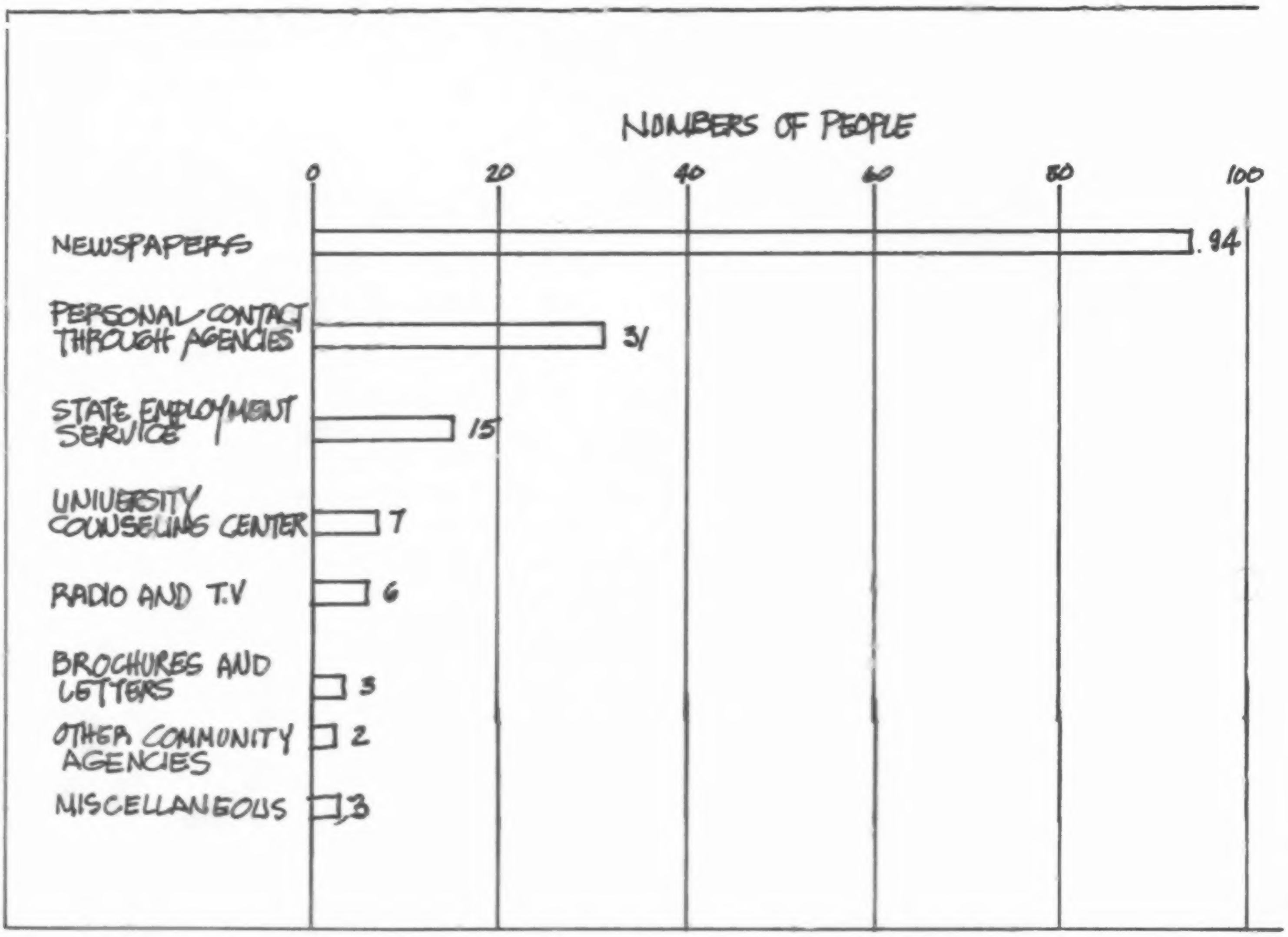
Radio and television stations in most program centers aired news of the project. In a number of places, interviews were held with the Project Director. When her schedule did not permit, programs were scheduled with the area interviewers, the training coordinators, and council representatives.

A total of 94 women, or 58 percent, selected for the training indicated on their application forms that they learned about the project through a newspaper story (Chart 4 and Appendices B-4 and B-5). Of the newspapers, afternoon editions drew the greatest number.

Seventeen of the 26 non-white selectees, or 66 percent, responded as a result of newspapers stories, two because of stories in Negro weekly papers.

CHART 4

INITIAL SOURCES ATTRACTING TRAINEES TO APPLY



Personal Contacts

Personal contacts netted 31 trainees, or 20 percent. Nineteen applied because they were approached by a Camp Fire Girls or Girl Scout-affiliated person. Over 100 individually written letters went to community agencies in Boston, Dallas-Fort Worth, and Denver, addressed to executives or persons suggested by their nationally-related counterparts(Appendix E-1). From the responses, it appeared that although efforts were made to find candidates, only a few names were suggested. Two women were found through this source and one is now working for the agency that recommended her.

Practically all agencies that responded asked to be invited to the mid-term reception so that they could meet the trainees. They were sufficient in number to indicate wide job placement possibilities for the trainees.

Other Promotion Activities

Contacts were made with alumni offices of colleges and universities and with offices giving particular attention to women's programs. These efforts proved productive only in Detroit, where the Employment Adviser of the Continuum Center for Women, Oakland State University, had offered her assistance after reading the news release early in October. Seven Detroit trainees -- three degree and four non-degree -- came from her recommendations. College offices elsewhere indicated that they needed more time than the four to six weeks available to search their files for leads.

Fifteen trainees, or 10 percent, learned of the program through the work of the state employment services. Letters and personal contacts with volunteer organizations, professional groups and social groups, both by the project staff and the local liaison person, produced two trainees.

SPECIAL EFFORTS TO RECRUIT NON-WHITES

Both agencies have been interested in adding to their staffs women from all ethnic and racial groups. Only three non-whites made inquiry in Boston, one of whom was selected. She withdrew from the course at the end of one week because of surgery. The other two declined on the basis that they were not qualified.

Because of this limited response, particular efforts were made in other areas to find more potential trainees from these groups. As a result, a total of 26 women, or 17 percent, of the trainees were non-whites. Some of the non-whites selected for the program had to turn down the opportunity because they could not afford the expense of baby-sitting fees and did not qualify for training allowances.

TELEPHONE AND MAIL

Form letters were made available to the liaison persons for responding to the interview requests, but during the early stages of interviewing in Boston, it was decided that the telephone could be a time saver. It proved more efficient in setting up appointments because women could ask questions immediately and ascertain whether or not they believed it worthwhile to report. It was then extensively used in the other cities. Letters were written only when the prospect could not be located by telephone, or for confirmation purposes.

REASONS WOMEN APPLIED

Just as varied as the backgrounds of the trainees were the reasons they gave as to why, when reading or hearing about the project, they wanted to apply or to obtain additional information.

Forty trainees were attracted to the project because they saw it as a way to obtain training in work they believed was worthwhile and in which they were interested. They used various ways to express this: It would give an opportunity to "give of myself," to be of service to the community and to work with people; to "become involved in what's happening." Thirteen women said they were attracted to the project because of the co-sponsors. These women already were involved as volunteers in one or the other organization. Three trainees mentioned that the publicity emphasized that this was a new and different project and this challenged them. Three liked the emphasis on training in administration. One of these women noted, "There are not many such training programs for women." Another trainee remarked that the type of position for which the training was geared is seldom advertised.

Four of the trainees saw this as an opportunity to use an "unused" degree. The title of the project caught the attention of two, and three remarked that they liked the idea of its being a work-study program. Another was interested because practical study was offered; still another because the training was being offered through a college.

Several women noted their need to work and that the project offered re-training in a field in which they had previously worked and had left for family reasons.

Other responses of trainees to the query, "What in the publicity attracted you to the project?" ranged all the way from "I liked the heading on the article that publicized it" to "I needed the stimulation of a change."

PROSPECT DATA

At the termination of the interviewing phase, data on all prospects were shipped to the project office. These data might provide information useful for studying fuller utilization of womanpower, but priorities precluded analyses and documentation of data from non-selected prospects. Those involved in the recruiting and interviewing process were impressed with the quality of women inquiring about the program, the number who could have qualified but could not afford baby-sitting fees and the extra out-of-pocket costs for the training period, and the number wanting part-time work at hours compatible with family responsibilities.

Uniform analysis of data from the six areas could not be assembled from the material submitted because of variations in the method of compilation (due principally to the limited secretarial service at the disposal of the program liaisons). A scanning of the data did reveal that at least 56 more women could have been recommended and were apparently interested in accepting if there were openings. The interviewers indicated that most women were perceptive about the suitability of the work. Many declined voluntarily on the basis that the demands of such jobs were not compatible with their family responsibilities or their interests. Many women were surprised and disappointed, despite the promotional material, that these jobs would not provide them opportunities to work directly with the girls. Many women were not interested in providing administrative, consultative, and supportive services to other adults or felt that this was a field for which they were unsuited.

INTERVIEWERS

Except in San Francisco, two or three months prior to the beginning of a training program the Project Director conferred with the interviewers and acquainted them with the purposes of the project and the objectives of both the U. S. Department of Labor and the sponsoring agencies. Illness of the Project Director in late November forced a last-minute cancellation of the San Francisco briefing. The full travel schedule of the project staff and the available dates of the San Francisco liaison made rescheduling difficult. The Project Supervisor met the emergency by going to San Francisco to prepare the liaison person for the briefing of her interviewers, and to give some general advance help to the program there.

During conferences with interviewers, guidance was given on points to consider as a basis for making recommendations on a candidate. As the project progressed, the conference briefers were able to share earlier experiences with the new interviewers.

Recommended questions for the interviewers' guidance included:

1. Is applicant currently eligible or acceptable for immediate employment? If so, indicate she is not eligible as a trainee, but encourage her to apply to one or both of the sponsoring agencies if she is free to relocate, or to the state employment service for other opportunities. (A few persons applied but data are not available on the number who may have obtained jobs as a result of this suggestion.)

2. Does applicant appear to have the potential for employment in a community agency upon completion of the 10-week training course?

3. Does applicant drive an automobile and can she have available transportation for reaching her field-work assignment? Promises of specific locations for field work are not to be made without prior clearance of the Project Director.

4. Does applicant appear to be interested in taking a job, at least within a year -- preferably earlier -- after completing the training?

5. Be sure prospect is informed that, if chosen, she will participate in an experiment and that no job is guaranteed. Indicate that the project staff and sponsors intend to provide help in "opening doors" in community agencies, but acceptability, particularly for the non-degree woman, is uncertain.

6. Be sure the applicant understands that the job preparation is principally for providing administrative and consultative services to volunteers, who in turn extend the direct services to the client, e.g., to girls in Camp Fire Girls and Girl Scouts.

7. Try to determine the applicant's likelihood of relocating. Make sure she understands that openings in the immediate area either in Camp Fire Girls or Girl Scouts are limited.

8. Do not be afraid to recommend a woman who does not fit the guidelines you normally use for selection. Twenty-five women are to be chosen in anticipation of 20 completing the course. Women who find that jobs are not in line with their interests or are not compatible with

their family responsibilities will be encouraged not to continue the training, or if they do, to take jobs only if they can expect to have reasonable tenure in the positions accepted.

9. Be sure that the applicant understands that the field work will not fit the 9 A.M. to 5 P.M. pattern. Refer to information which appears in the brochure, i.e., "your assignment may include involvement in some evening meetings."

SELECTION

Responsibility

Personnel units of the sponsoring organizations delegated to interviewers the responsibility of making the final trainee selection in their assigned areas. This was necessary in order to meet the required deadlines. In addition it was felt that the interviewers, acting as a group, would be best prepared to make the decisions. Their principal charge was to select the 25 women who best fitted the experimental aspects of the project. Three areas selected 25; the other three areas, 26, 26, and 24 each.

Selection Guidelines

Guidelines were developed for selection of the trainees. It was suggested that they be applied, insofar as possible, in the following priority order:

1. To the woman 35 years of age and over with a "dusty" college diploma who would like to begin or resume a career now that family and home responsibilities have eased.
2. To the woman 35 years and over without a degree but who has demonstrated her ability to assume administrative responsibilities, either as a volunteer or in the business world.
3. To the woman with a college degree who is marking time in a routine job but who would like an opportunity in a service-oriented career.
4. To the young woman who has a brand new diploma but who, without experience, has been unable to obtain a job in the service-oriented field.

In addition, special consideration was given to those women who appeared to have particular abilities for working with inner-city or poverty groups, who had promises of job opportunities upon successful completion of the course, who expected to accept a job within a reasonable period of time, and who indicated a willingness to relocate. The woman who could relocate would have a greater choice of jobs within a council of a sponsoring agency. Vacancies in the participating councils in the six program sites would be extremely limited since that site could not have been chosen unless the councils of both agencies were fully staffed and had the strengths to provide the supervised field experience during the training.

Notification of Selectees

Because of the Boston experience and the need of the selectee to return to the state employment service to complete training application papers, prospects selected were notified by telephone before a letter of acceptance signed by the Project Director was sent. This made it possible for some women to decline and replacements to be found earlier.

Selectees Who Declined

Twenty-two women, from two to seven in each area, most of whom tentatively accepted via telephone, subsequently found it necessary to decline the opportunity. Their replacements came from the waiting list. Only Dayton, with 24 trainees, missed having the prescribed minimum of 25. Seven women there found it necessary to decline just before the training course started. Three were non-whites; one declined because of health and two because of finances. Three of the remaining four declined because of family complications. One accepted a job.

In Dallas, the reasons given by the five who declined were illness of mother, death of mother, decision to return to teaching, conflict with volunteer responsibilities, and ineligibility for allowances.

Three women declined in both San Francisco and Denver. Of the three women in Denver, two were non-whites; one did not give a reason, but the other stated she could not afford the added expense. The third woman underwent emergency surgery. In San Francisco, refusals came for the following reasons: job; salary increase in present job and unwillingness to take the risk of no job guarantee; and a child-care problem.

Two each declined in Boston and Detroit. In Boston, one stated personal reasons and the other said she could not give the time required. Specific reasons for the Detroit refusals are not known.

Final Selection and Replacement

The agreement with the U. S. Department of Labor was to accept a minimum of 150 selectees. The sponsors' goal was to accept 150 women and to have 120 women (20 in each area) complete the course.

A total of 151 women were selected for the training. One woman failed to appear on the first day. Hence, most of the statistical data in this report is based upon the 150 women who became trainees.

Because of the nature of the training, there were prior agreements by the university, the Project Director, and the state employment services to accept replacements not later than the second day of training. Exceptions were made in two cases, one for the "no show" and another for a first-week withdrawal. Exceptionally qualified applicants were available as replacements. Attrition was minimal (13 drop-outs). Seventeen more than anticipated, or 137, finished the course.

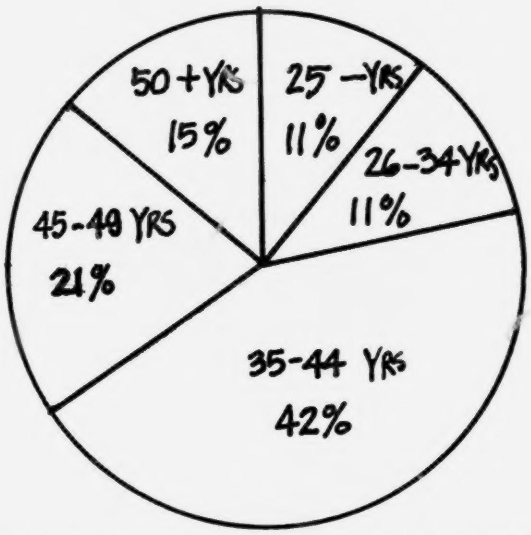
CHARACTERISTICS OF TRAINEES

Age and Education

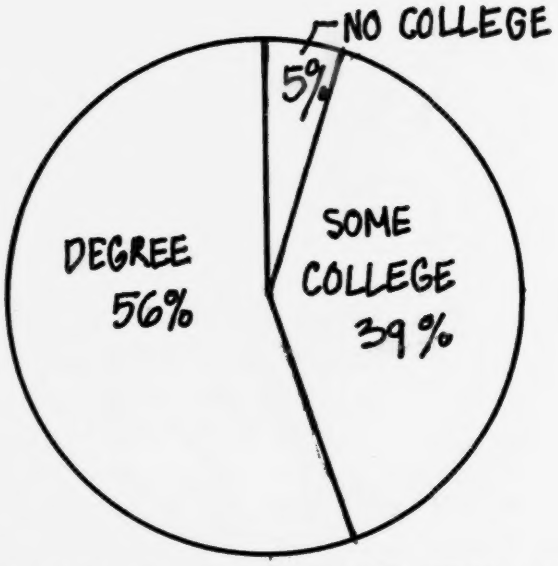
The following charts show the distribution of the total trainee group by age and education: (Also Appendix B-6, B-7 and B-8).

CHART 5

TRAINEES: AGE AND EDUCATION



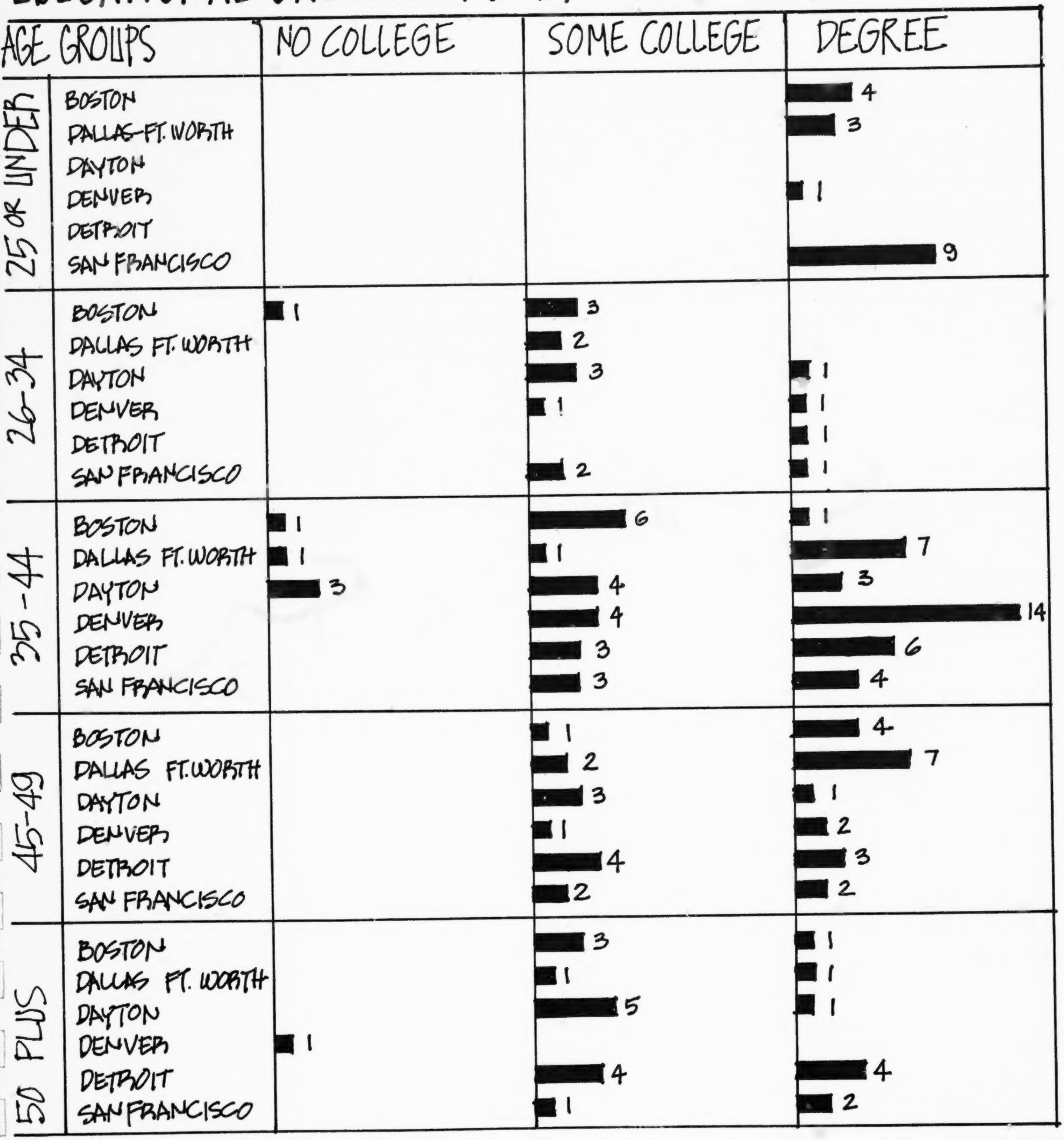
PERCENTAGE OF TRAINEES BY AGE GROUPINGS



PERCENTAGE OF TRAINEES BY EDUCATION

CHART 6

EDUCATIONAL BACKGROUND BY AGE GROUPINGS



In view of the interest of the Labor Department in the older woman, the non-college graduate, and the unemployed or underemployed, it is significant to note that 78 percent (117) of the trainees were 35 or over and 44 percent (66) were without degrees. All trainees were unemployed or judged to be underemployed; actually only 44 had worked within recent months, many of them in part-time or temporary jobs (Table 2).

The specific contract stipulation had been that one-fourth of the group would be unemployed or underemployed, 35 or over, and without degrees -- i.e., 25 percent were to meet all three requirements. This stipulation was more than satisfied. Actually 36 percent fell into this category.

Marital Status and Children

Marital status statistics show 106 married; 20 single or engaged; and 24 widowed, divorced or separated (Appendix B-9).

A total of 81 trainees had one to three children; 24 had four to six children; and two trainees had seven and nine children each (Appendix B-10).

The children total 297. About one-fourth of these are 19 and over. Slightly over one-third are teenagers. Another one-fourth, roughly, fall within the 7 through 12 category. Less than 10 percent are below school age -- i.e., 6 or under.

Non-Whites

The trainee group included 17 percent or 26 non-whites (21 Negroes, 2 Spanish-speaking, and 3 Orientals). By area they were Boston 1; Dallas-Forth Worth 4; Dayton 4; Denver 3; Detroit 6; and San Francisco 8. Two of this group withdrew from the course -- one due to surgery and the other to accept an anti-poverty agency job in the eighth week of training.

Volunteer Service

A total of 59 trainees or 39 percent have been volunteers either in Camp Fire Girls or in Girl Scout Councils; a total of 13 trainees or 9 percent did not indicate volunteer service of any type on their applications or at the time of the interview (Table 2).

Mobility

A total of 42 women or 28 percent of the trainees indicated at the time of filing application or in the interviews that they might be available to consider relocation. Thirty-two of this group stated that it might be possible within a few months; eight women stated qualified "yeses"; and two women said that at sometime in the future they might be willing to move to another location (Table 3).

TABLE 2

TRAINEES INDICATING VOLUNTEER AND RECENT WORK STATUS

Program Center	CFG and/or Girl Scout Volunteer	No Volunteer Service Indicated	Employed Recent Months*
Boston	10	4	13
Dallas-Fort Worth	9	--	5
Dayton	12	2	9
Denver	10	1	5
Detroit	12	1	6
San Francisco	6	5	6
Total	59	13	44
Percent of Total	39	9	29

* Includes part-time and temporary work.

TABLE 3

TRAINEES INDICATING POSSIBILITY OF RELOCATION AT TIME OF FILING APPLICATION

Program Center	Now	Possibly	Future	Total
Boston	--	3	--	3
Dallas-Fort Worth	6	1	1	8
Dayton	4	---	1	5
Denver	9	--	--	9
Detroit	5	2	--	7
San Francisco	8	2	--	10
Total	32	8	2	42
Percent of Total	21.4	5.3	1.3	28

Driving Ability

As most field representative jobs require that a person drive an automobile, each applicant was asked if she could drive or if she were willing to learn.

It was often necessary for trainees to travel to areas without public facilities for their field experience. Those without an automobile had to work out some other arrangement. The interviewers assisted in making advance arrangements for some trainees. Of those selected 12 women could not drive, but each indicated a willingness to learn. One did.

University-Council Coordination

Preliminary conferences are to be held by the Project Staff with representatives of the designated University and the Camp Fire Girls and Girl Scout Councils, both separately and jointly, to:

a. help them orient to the full scope of the recruiting-training programs and the administrative procedures.

b. identify responsibilities and channels of communications.

c. provide the University with background on programs and operations of the sponoring organizations.

d. provide support and assistance to the University on the subject matter of the content when needed.

e. provide the councils with background on intent of the observation and supervised work experience and with assistance in detailing plans.

Universities are to be given as much latitude as possible within the framework of the core content and the stipulated division of hours, outlined in the Project Design, to:

a. determine methodology to be used....

b. select instructors. Where appropriate and desired, the Girl Scouts of the U. S. A. and Camp Fire Girls, Inc., will furnish a limited number of specialists....

. . . .

Each University is to be asked to provide a Training Coordinator to:

a. serve as liaison with the Project Staff and with the Councils.

b. arrange for appropriate instructional services by other university staff and by specialists from outside agencies.

c. arrange for two field instructors.... Instructors are to be responsible for supervision of the women during their observation and work experience. Individual consultations and group seminars are to be held during both the observation and the work experience phases.

Councils are to be given latitude in carrying out their part of the training.

Personnel services requested from each cooperating council:

a. a Council Contact to serve as liaison with the Project Staff and with the University. She is to (1) schedule the observation and supervised work experience after consultation with the University and the Executive Director of the Council, (2) maintain necessary records and furnish reports to the Project Director, and (3) handle relationship problems and consult with the Project Director.

b. a supervisor for each trainee assigned to the council for work experience. Supervisors are to report to the Council Contact.

--PROPOSAL, dated June 6, 1967, pp.21-22

PLANNING THE TRAINING

Training specialists on the national staffs of Camp Fire Girls, Inc., and Girl Scouts of the U.S.A. asked themselves many questions as they began to chart the course for their mutual undertaking. The answers, it was anticipated at that time, might prove or disprove the theory that pre-employment training of previously untapped sources of womanpower could offer solutions to the problem of acquiring adequate personnel to extend their services to all girls who wish to become members of either organization.

The range of questions was narrowed to five:

1. What should a new field representative know so that she can function effectively in a community service agency?
2. How can she best gain this knowledge?
3. Can she become more fully functioning for immediate on-the-job performance if she is trained via a study-work experience combination?
4. Will exceptionally capable women be able to overcome the no-degree barrier and be acceptable to community agencies for administrative positions?
5. When a woman wishes to begin a career or return to the labor force after lengthy absence from the world of work routine, can her skills be updated and her self-confidence bolstered to prepare her for an agency job?

With these questions in mind, the sponsors set about defining and shaping the broad outlines of a training program different in many respects from any they had tried previously. They examined their established in-service training programs and searched for new and more effective ways to conduct them. Through cooperative efforts and exchange of ideas, they developed a basic core content. Aware that the fund of knowledge required for their personnel was similar to that sought by other voluntary community agencies, the Project Director then consulted with executives and training specialists in a number of these groups (Appendix E-1). She also solicited the thinking of the Advisory Group and some council executive directors. The core content was refined in accordance with their suggestions. Concurrently, ideas were sought on building design.

When the core content (Appendix C-1) and the 10-week training design of classroom instruction and supervised work experience, as set forth below had been established, prospective university or college administrators were invited to submit proposals for providing the classroom segment of the training.

TRAINING DESIGN[1]

First and Second Weeks

25 hours per week of university-based classroom instruction using core content to provide an overview of the knowledge and skills required of an administrative staff member in the voluntary organization. Emphasis is to be placed on:

1) orientation to the voluntary organizations, particularly those in the youth field, and their contribution to societal needs today.

2) social welfare in the United States

3) the roles of staff and volunteers; opportunities; motivation for development; aspects of administration.

4) the community setting within which the voluntary organization operates.

5) the leadership role.

6) child development and growth as related to program.

7) principles of adult education.

Approximately 10 hours per week of outside reading assignments and preparation.

Third and Fourth Weeks

28 to 32 hours (4 normal council work days) in each week are to be used for observation - alternating so that trainees will spend four days in a council of each sponsoring organization.

Observation is to encompass:

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[1] PROPOSAL, dated June 6, 1967, pp. 9-11

1) council organization and operation.

2) the staff role, including staff meeting.

3) inter-agency cooperation.

4) group program and inter-group or inter-cultural program.

5) office procedures.

6) volunteer training activity.

The last day of each week is to be reserved for a university-based seminar to review and analyze the field observation and to consolidate gains from exposure to the working environment.

Fifth Week

25 hours of university-based classroom instruction, building on the two-week observation, and with opportunities for practice based on identification of individual needs.

Special attention is to be given to:

1) recruitment and training of volunteers.

2) communication.

3) planning process.

4) funding.

5) community organizations.

Approximately 10 hours of outside reading assignments and preparation.

Sixth Through
Ninth Week

For four days each week, each participant is to be assigned to a Camp Fire Girls or Girl Scout council for a four-week (112-hours) supervised work experience. One day each week is to be reserved for counseling, seminars, study, and completion of special work assignments.

During this period each trainee is to be given at least one experience in each of the following:

1) planning - both her own time and her work with others toward meeting a goal.

2) helping someone else resolve a problem.

3) making a presentation involving interpretation of the agency's purpose and program.

4) leading a discussion.

5) carrying out a project assignment such as "to analyze the membership in a certain area of the council, giving possible reasons for growth or plateau or recession, identifying the factors in the community influencing membership, and making recommendations for action for further growth."

6) analytical reporting of a meeting.

7) recruiting volunteers.

8) training.

9) coaching or guiding in some area of group program.

10) teen-age programming, e.g., an opportunity to talk with teen-agers in Camp Fire Girls Horizon Club Cabinet or Girl Scout Senior Planning Board.

11) interpreting some aspect of council financing e.g., dues, sales, fund-raising, budgeting.

12) working with handicapped children (physically, mentally, socially, or economically).

Tenth Week

25 hours of university-based classroom instruction for a review of the work experience, identification of areas of knowledge and skills to be reinforced, and time for specialized, individual consultation on job placement.

Special attention will be given to:

1) local-national relationships.

2) governmental and voluntary agency cooperation and relationships.

3) serving the hard-to-reach.

4) community organization - identifying the power structure.

Approximately 10 hours of outside reading assignments and preparation.

UNIVERSITIES AND COLLEGES AS TRAINING INSTITUTIONS

Each university was asked to appoint a training coordinator. (page xii-xvii) In three instances, they were regular faculty members; in one a visiting faculty member, and in the other two, former professional staff members of one of the sponsors. One of the latter is currently a doctoral student in adult education. Four of the coordinators were women, and two were men.

The universities and colleges were asked to adhere to the number of hours and the format prescribed for the days of classroom instruction. However, they were delegated the decisions on methodology, order of subject presentation, and the weighting of individual subjects. This was done to increase the likelihood of more innovative and experimental approaches to the in-class phase of the subject.

Availability of faculty and resource personnel sometimes determined the order of topic presentation. Some universities, by design, left specific topics to the councils providing observation and field experience because they believed they could present the more knowledgeable and practical approach. This was particularly true of the overall planning function and the financing intricacies of the united community services network of which the participating councils are a part. They called upon the resources of the sponsors for lecturers to handle those phases in which non-agency-associated faculty lacked first-hand experience. In each program, the sponsors and council training participants gave of their services as another segment of their "contributions in kind."

Preliminary to finalizing training plans, university personnel and participating council executive directors in each of the six areas met for one or two conferences. These were called by the Project Director to open channels of communication and to identify areas of responsibility as appropriate in the particular program.

Primary responsibility for the extent and nature of cooperative planning between the training institution and the participating councils was delegated to the training coordinator. The pattern varied from site to site, mainly because of the coordinator's preference and the accessability of participating council personnel.

OBSERVATION AND SUPERVISED FIELD EXPERIENCE

Twenty-five Camp Fire Girls and Girl Scout councils and nine other community agencies (pages xii-xvii) accepted invitations to provide as "contributions in kind" the supervision of the observation period and the work experience. A total of 143 field or staff directors in these agencies (Appendix C-3) provided individualized supervision for the four- and five-week field experiences. In addition, a large number of other community agencies in Boston, San Francisco, and Detroit received the trainees whose scope of observation thus was extended beyond the participating units. Observation experiences in these agencies were one- and two-time visits by individuals or teams. To some degree they were tailored to the trainees' personal interests and inquiry.

ADJUSTMENTS IN TRAINING DATES

In planning stages, it was the sponsors' intent that two or three programs would be conducted between mid-September and mid-December of 1967. An eight-week period was to intervene to permit adjustments which appeared desirable for the remaining programs, planned for mid-February to mid-May of 1968.

Word of proposal acceptance, subject to some revisions,was received late in July, 1967. A number of weeks was then required to negotiate with the six state employment services for requests of trainee-allowance budgets from federally allocated monies under Title II of the Manpower Development and Training Act, 1962, As Amended. Concurrently, several weeks were needed to negotiate and receive approval of proposed alterations from policy-level offices of the sponsors and to reach agreement with the Department of Labor. The Contracting Officer for the sponsors received the executed document on October 2, 1967, and the project office was authorized to firm arrangements.

BOSTON AREA PROGRAM

During August and September, 1967, Boston University administrators and the Project Director proceeded with planning, based on the assumption that the subcontract would be forthcoming. The subcontract was prepared and submitted to the Department of Labor for approval on September 29, 1967. The new starting date was set for November 6, a training coordinator tentatively employed, and classroom space reserved at the university.

Notices of new dates to eight of the participating councils brought immediate appeals for reconsideration because they could not provide, from their vantage point, appropriate field experiences in December, when volunteer involvement is at the lowest ebb of the year. A third attempt to revise the schedule became complex because of the training coordinator's schedule and the university's shortage of classroom space. Further negotiations resulted in an agreement to start the program on January 2, 1968.

The Boston program had other complexities that required departures from the proposed training design principally because of the locations and smaller sizes of participating councils. It took more units to provide the supervised field experience. Observation opportunities in councils of Camp Fire Girls, Inc., and Girl Scouts of the U. S. A. were limited within the city of Boston, and all trainees could not be accommodated. Also, university faculty asked to rearrange the observation plan because they wanted to test their hypotheses that greater learnings result if adult trainees are involved in training plans and that it is desirable to have classroom instruction simultaneously with observation experiences. It was decided to permit observations in other community agencies, the plan to be developed jointly by the faculty and the trainees. The approved design had two weeks of classroom instruction, two weeks of combined classroom instruction and observation, five weeks of supervised field experience, and the final week of classroom instruction.

Modified sensitivity training, intended to create a climate and readiness for learning, to help participants develop and take part in planning their training, and to help them discover personal and group resources, became the focal point of the training program. Trainee involvement in planning resulted in further adjustments; observation actually began in the second instead of the third week and continued jointly with classroom work through the fourth week.

Trainees selected and arranged, mainly on their own, the observation experiences and schedules. Forty-three agencies "opened their doors" for one to two-hour visits. Reactions ran the gamut. Some trainees found the visits most useful, with opportunities to gain needed interviewing skills. Others - generally those with more volunteer background - felt that some agency personnel found it difficult to fulfill the desired observation objectives.

Appreciation and understanding of structure and administrative procedures, of the staff role in making creative programs possible, and of volunteer involvement required reinforcement in later classroom work. As anticipated, participating councils to which trainees were assigned needed to provide an orientation time prior to and concurrently with field experiences in order to broaden the trainees' understanding of how agency work is accomplished.

TRAINING DESIGN FOR OTHER AREAS

The suggested training design format - classroom instruction during the first and second weeks; four days of observation and one day in classroom each of the third and fourth weeks; classroom instruction the fifth week; four days of supervised field experience and one day in the classroom each of the sixth through ninth weeks; and classroom instruction the tenth week - was the pattern for the remaining five programs.

Adjustments were made in emphases, involvement, and other teaching plans to increase the probability of effectiveness. These were based upon recommendations and ideas of the training coordinators, two of whom were selected after the training proposals were submitted; observations of the Project Director who visited classroom sessions in each of the sites on one or two occasions; advice from training coordinators who had already completed all or portions of their work; and suggestions from trainees and participating councils. Training coordinators for the last two programs had the advantage of first-hand reports presented at an evaluation session attended by the training coordinators in New York City on April 29 and 30.

It was recognized in the Dallas-Fort Worth and Denver programs that during the observation period trainees found it difficult to distinguish between and understand the variations in procedures and ways of work of the two organizations. The San Francisco coordinator had requested and received permission earlier to expand the observation experiences to other agencies during the third week of training.

Based upon prior experiences and suggestions, the Detroit faculty and participating councils cooperated in making last-minute revisions so that trainees could observe operations in other agencies. The Detroit plan had further adjustments when the assassination of Dr. Martin Luther King, Jr., resulted in cancellation of two days of classroom instruction during the second week of class. The sessions were made up on Tuesdays of the third and fourth weeks. This reduced the observation days from eight to six. Two trainees in Detroit had field work experiences in offices of the Young Women's Christian Association.

In Dayton, observation was confined to the two participating councils, but twelve trainees were assigned to seven other agencies, where possible in line with their individual interests, for the supervised field experience.

The decision to have field experiences extended to other agencies in Dayton, where there were only two participating councils, was based on reports from other councils, particularly those in Denver, where the situation was somewhat parallel. Denver councils reported handicaps in assimilating 23 trainees effectively in their operations and a concern that they could not provide enough individualized attention. The fact that there were only two councils located in that geographic area, both with small staffs and limited physical facilities, was anticipated as less than ideal for learning. Adding to these limitations were the inability to adjust dates so that they did not fall within the spring vacation schedules and the smaller attrition of trainees than predicted. A second reason for inviting other agencies' participation in field experience in Dayton was to extend community exposure of trainees and so enhance job opportunities.

Most changes made as the later programs were developed seemed to improve their effectiveness. The one exception - indicated by trainee comments - may have been the extended observation experience in Detroit, where agencies seemed to have difficulty understanding the purpose of the observation period. This appears to reflect the earlier experience of the Boston trainees.

San Francisco trainees rated agency observations as beneficial. This may have been attributable to the assignment given the women to choose four agencies from varied fields of service and to prepare written evaluations. In addition, a number of agency personnel had been invited on the opening day of class to meet the trainees.

Another adjustment made in the last two programs was to have an "open door" to participating councils for their professional staffs to be observers at some or all of the classroom lectures. Convenience of location of classrooms to council offices made this possible. The "open door" afforded benefits to staffs, who became better informed on the subject matter being taught. It also provided a chance for the trainees to get to know more of the staffs, including executive directors in one area. Visits from council staffs in the first four programs had been, by design, restricted.

SPONSORS PARTICIPATE IN TRAINING

In four of the programs one representative from each Girl Scouts of the U. S. A. and Camp Fire Girls, Inc., were training participants during the first or second week of classroom training. In addition to handling an assigned subject of the core content, trainees had an opportunity to learn "first-hand" about the development of the experimental project and to have an explanation of the objectives, both from the viewpoint of the United States Department of Labor and the Sponsoring agencies. In two programs, the trainees gained this information during the fifth week of the course when the sponsors provided national staff to handle topics requested by the training institution.

When the participants from the sponsoring organizations took part in the earlier period of training, there seemed to be less confusion by the trainees about the types of jobs for which the training was intended. They were also able to reinforce at an early period of training the information given by the interviewers that there were no job guarantees. Trainees seemed to understand more clearly that job opportunities with Girl Scouts and Camp Fire Girls Councils in the immediate area were minimal, otherwise they would not have enough staff with the skills and strength to provide the supervised work experience.

METHODS AND TRAINING EMPHASES

Training emphases varied from site to site, but methods appeared to fall into five major categories. They are group dynamics, lectures, observations, field experience, and written work and study assignments.

The following material, classified by method, is based upon data given in the Trainee Mid-term Reports, the Trainee 10-Week Reports, the University's Evaluations, and the Councils' Evaluations (Appendix C-4, C-5, and C-6). The data was obtained from questionnaires; these did not require comments on each of the methods but rather on the most beneficial and the least beneficial aspect of the training program.

Group Dynamics

The Boston Program

The conference staff provided a dual focus - "content" and "process" - in its sensitivity training, which was introduced in the first week of the course. Trainees were divided into two groups which took turns in working on tasks and observing process. A major emphasis in the first week was on discovering personal and group resources. Groups were divided into triads for practice in interviewing and into teams for learning and study.

Trainees' Reactions - (based on 24 Trainee Mid-term Reports and 22 Trainee 10-Week Reports) Twenty-three were enthusiastic about the group method at the end of five weeks. Most of them continued to be enthusiastic at the end of the course, feeling that this method helped them to gain confidence and insight into themselves and to learn how to work with people. Although they found the method helpful, the majority also found it a frustrating experience initially. Some would have preferred to have more definite information on the method being used and their role as trainees at an earlier stage of the training. Most had to accept a new method of learning, unlearn old ideas and mannerisms, learn to listen and be helpful to others. For many it meant developing patience when discussions seemed to wander and decisions seemed to lag, tolerance for ideas of others, and restraint in monopolizing discussions. Those who found this method a problem concentrated on adjusting to the situation.

University's Evaluation - The most effective methods used were related to the experience in and teaching of group operation, the involvement of students in using their own past experience, and the summary sessions with content experts.

The Dallas-Fort Worth Program

The last three sessions of the seminars (the technique for the afternoon classroom portion) were devoted to group dynamics and sensitivity training.

Trainees' Reactions - (based on 24 Trainee 10-Week Reports) Eight trainees indicated this portion of the training was one of the most beneficial. Those who commented on this method wanted this type of training earlier and for a longer period of time because it helped them learn to accept the values of others. (Some 10-Week Reports were mailed before this portion of training was completed)

University's Comments - Unstructured time was employed only during weekly conference sessions with trainees while they were in the field, and even then there was an agenda in the mind of the discussion leader. Open discussion without a qualified discussion leader was not used.

The Dayton Program

Interspersed throughout the 10 weeks were human relations workshops and discussions, role playing, confrontations, and informal participant assignments.

Trainees' Reactions - (based on 24 Trainee Mid-term Reports and 23 Trainee 10-Week Reports) Eighteen persons referred to group relations, human relations, and participation workshop, as well as group dynamics, as being among the most useful parts of the training. Half of the trainees indicated they had to make adjustments to the method - to learn tolerance of others' opinions, to restrain themselves from speaking out, permitting others to speak, and to learn more as a class. The two trainees who objected did so because they found discussions superficial or there was too much re-evaluation. Ten trainees listed communications as a most beneficial aspect.

University's Evaluation - The use of tapes, role playing, confrontation and other human relations techniques, and informal trainee participation added much to the total growth experience. The training increased the awareness of the participants to realities of life in today's world.

The Denver Program

The fifth week concentrated on communications. Starting at this point about 47 hours were spent in sensitivity training groups. Emphases in these groups were: to learn more about how a group grows to maturity; to understand roles needed to help groups solve problems; to increase awareness of individual participants regarding their own behavior in groups; and to practice better speaking and listening skills. The trainees were divided into two groups.

Trainees' Reactions - (based on 24 Trainee Mid-term Reports and 19 Trainee 10-Week Reports) Fifteen trainees found this a most beneficial aspect of the training, three of whom suggested eliminating it during the field training period because it was hard to get back into a group feeling at that time. A few trainees suggested starting the T-groups earlier. Five trainees objected to the method, saying that there were criticisms and conflicts in the T-groups or that there was no specific goal or accomplishments, whereas a project involving work together would have produced something worthwhile. One requested a rating or judgment on class participation and felt the human relations training might have gone into greater depth than it did.

University's Evaluation - The sensitivity training seemed to have been the focal point of the course and was the most valuable classroom instruction that could have been given for this type of project.

It might have been more effective to have changed the content pattern of the course - to have concentrated first on understanding the self, then moved from the individual to the group, and then to the broad community spectrum.

The Detroit Program

Participation training was introduced into the classroom instruction. One staff specialist headed this training and utilized three other experienced trainers. The trainees were divided into two groups; two trainers working with each group. This grouping was carried over into the other phases of the program. The bulk of the first week of training was devoted to group participation training in order to prepare trainees to work together more effectively in succeeding weeks. It was designed to help them accept responsibility for self and others in a small group experience by participating in a series of learning experiences, by examining participation as they proceeded, and by helping to improve the learning situation.

During the weeks of on-campus training, lecturers and other participants were asked, after giving their presentations, to act as resource persons to the two participation groups, which met in separate rooms for discussion. During the weeks of observation and the supervised work experience, trainees returned to the classroom each Friday, half of which was usually devoted to working in their original participation groups. This use of the group provided opportunity to share experiences, to air complaints, and to assimilate learnings.

Trainees' Reactions - (based on 24 Trainee Mid-term Reports and 24 Trainee 10-Week Reports) Nineteen trainees mentioned this as a most beneficial aspect of the program; a third of this group indicated the need to adjust to the problems of learning tolerance of other people and their behavior, of appreciating the "black" point of view, and of respecting the opinions of others. One person objected to the method, mainly because it seemed to her to have limited application.

University's Evaluation - This method was the highlight and key part of the program and stood up under repetition. It involved process rather than content. At the end of the first week, trainees generally reported that they had initial surprise at this kind of training; also that they felt satisfied that this had made them ready for more effective learning and working together.

The San Francisco Program

A committee system was introduced to help trainees understand the use of the democratic process as a way of work in volunteer-oriented organizations. Trainees were divided into five groups of five each, with each group assigned to present a committee report on a specific topic before the end of the first five weeks. A consultant was available to each group. After each committee presented its report, the total group evaluated its accomplishments. Variety was introduced in evaluation procedures. Topics of the reports were: (1) characteristics of different age groups; (2) opening day of a training session; (3) training leaders in the leisure arts for better leadership and for becoming better parents and better citizens; (4) a resume is a good thing; and (5) evaluating personnel and self-evaluation.

Trainees' Reactions - (based on 25 Trainee Mid-term Reports and 20 Trainee 10-Week Reports) Three persons indicated the committee system was beneficial because of its practical aspects. Six found it least beneficial because it was time consuming and reports seemed amateurish; there was need for more discussion time, more group work and sharing of experiences and more individual conferences.

University's Evaluation - The method seemed effective. Perhaps more of the evaluation sessions might have been conducted by the trainees. The project could draw more on the background of the trainees rather than have outside speakers. More personnel from the college could have scheduled conferences during the field work training.

TABLE 4

TRAINEES' REACTIONS TO GROUP DYNAMICS

	Boston	Dallas-Ft. Worth	Dayton	Denver	Detroit	San Francisco	Totals No.	%
Most beneficial aspect of training	23	8	18	15	19	3	86	57%
Least beneficial aspect of training	1	-	2	5	1	6	15	10%
No comment	-	16	3	4	4	16	43	29%
Missing reports including drop-outs	1	1	1	1	1	1	6	4%
Totals	25	25	24	25	25	26	150	100%

Lectures

The Boston Program

Eight persons (Appendix C-2) participated as consultants and lectured on the following topics in this order:

1. Camp Fire Girls and Girl Scouts: Why Such Organizations in Today's World?
2. Adult Education Techniques as They Are Being Experienced by This Group.
3. Poverty Programs in the U. S. A. - Work of the Social Agencies in Poverty Areas.
4. Explanation of the Poverty Cycle.
5. Adult Learning.
6. Organizational Behavior and Characteristics.
7. Preparation for Job Interviews.
8. Community Analysis and Functioning of Social Agencies.

Trainees' Reactions - (based on 25 Trainee Mid-term Reports and 22 Trainee 10-Week Reports) Seven trainees expressed satisfaction with the outside experts who spoke at class sessions and recommended more speakers. Five other trainees wanted more content in the program, more on community organization, work of volunteers, business administration of an agency, and adult education.

University's Evaluation - Perhaps more consultants could have been used, possibly agency people where job interests may be.

The Dallas-Fort Worth Program

Lecture-seminar-class training is an established mode at Southern Methodist University. Lectures given by instructors (Appendix C-2) were followed by discussion. Afternoon sessions were designed to amplify the core curriculum covered in morning classes.

The daily schedule during on-campus work was as follows:

8 to 9 A.M. - Management and Personnel Administration

9 to 10 A.M. - Library or Independent Study

10 to 11 A.M. - Monday, Wednesday, Friday - Oral and Written Communications
Tuesday, Thursday - Psychology of Motivation

11 to 12 Noon - Monday, Wednesday, Friday - Psychology of Motivation
Tuesday, Thursday - Oral and Written Communications

1 to 3:30 P.M. - Seminars

Twenty-four speakers and panelists (Appendix C-2) participated in the seminars on a one- or two-time basis, presenting their topics in the following order:

1. Measuring Your Social Attitudes: Self Understanding as a Tool for Working Effectively.
2. What Youth Expects of Life.
3. What Youth-Serving Organizations Can Expect to Accomplish.
4. Community Organization.
5. Motivating Volunteers.
6. All Kinds of Families: Hippies, Fads and Protests.
7. Panel of American Women.
8. Involving the Hard-to-Reach: The Physically Handicapped.
9. Involving the Hard-to-Reach: The Economically Handicapped.
10. Physical and Emotional Developments of Pre-Teen and Adolescent Girls.
11. Practical Public Relations.
12. Your Organization and the Media.
13. Funding: Interagency and Governmental Relationships.

14. Value System: Their Sources; The Mass Media as Allies.

15. Field Directors' Relationships with the National Organization and The Volunteer Board.

16. Religion: Is it Pertinent to Youth?

17. Group Dynamics and Sensitivity Training as Leadership Tools.

18. Group Dynamics and Sensitivity Training (two sessions).

Trainees' Reactions - (based on 25 Trainee Mid-term Reports and 24 Trainee 10-Week Reports) Seventeen trainees found the lectures and seminars beneficial because of the new ideas and different opinions expressed by representatives from business and other fields. However, eight of the these trainees suggested that some of the seminars were too long, repetitious, not applicable, presented in a monotone voice, too frequent and too concentrated. Over half of the trainees found the classroom activities in general to be a most beneficial aspect of the program because of the study time allotted, the strict daily routine and the discussions. Three trainees mentioned that the course should carry academic credit. Half of the trainees mentioned as helpful specific morning classes in the core curriculum: first, the Psychology of Motivation; second, Oral and Written Communications. Several trainees indicated that the class in Management and Personnel Administration seemed too industrial for social group work application.

University's Evaluation - The course was planned to update skills in human relations and personal attitudes to the real world beyond the home. It successfully did this. The professional skills emphasized in the training possibly will assist each woman to be more effective in her individual assignment. Personnel administration continues to be the uppermost problem in all phases of business, industry, and education, as well as in social service, and these fields have more in common as far as management know-how is concerned than most people realize.

The Dayton Program

Twenty-five persons (Appendix C-2) participated on special assignment bases as lecturers or conducted workshops requiring trainee involvement. Topics were presented or discussed in the following order:

1. An Introduction to Social Service.
2. Youth Serving Agencies - National Overview.

3. Interest Survey.
4. Volunteers and Voluntary Agencies.
5. Case Study - Dayton Boys Club.
6. Introduction to Camp Fire Girls and Girl Scouts.
7. The Culture of the Poor.
8. Social Welfare in Today's World.
9. Data Bank: Interest Survey Results.
10. Skills Workshop (Listening).
11. Youth-serving Agencies in Dayton Area.
12. Case Study - Community Organization.
13. Introduction to Human Behavior.
14. Introduction to Communication.
15. Introduction to Leadership.
16. Motivation - Organizational.
17. The Child in Today's World.
18. Leadership Workshop.
19. Motivation - Individual.
20. Operational Communication.
21. The Culture of the Exceptional Child.
22. Skills Workshop.
23. The Child in Today's World - Part II.
24. Motivation - Society and Social Change.
25. Human Behavior Workshop.
26. Communications at Various Levels.

27. Board and Committee Structure.

28. Pros and Cons of Supervision.

29. Human Relations Workshop.

30. Volunteers and Voluntary Agencies.

31. Volunteers - Here is One.

32. Human Relations Workshop.

33. Human Relations in Supervision.

34. The Role of the Conference.

35. Involving the Hard to Reach.

36. Management of Time.

37. Professional Ethics.

38. What is Leadership.

39. The Role of the Worker.

40. What's Happening in America Today.

41. Panel: American Woman.

42. The Planning Process.

43. Case Study - Funding.

44. Family and Children's Service Association.

45. The Importance of Research.

46. Public Relations as a Tool.

47. How Is Your Third Ear?

48. Adult Education.

Trainees' Reactions - (based on 24 Trainee Mid-term Reports and 23 Trainee 10-Week Reports) Twenty trainees indicated lectures were beneficial, but 12 of them found them repetitious. Eight trainees wanted more on administration: Finance, agency functions, public relations and research. Five trainees wanted less on poverty.

University's Evaluation - The lectures were taped and made accessible for trainees' use. The classroom was not ideal for maximum effectiveness in adult education.

The Denver Program

Twenty-four people (Appendix C-2) participated on a one-time basis as lecturers or as members of a panel presenting information on topics in the following order:

1. History and Program of Camp Fire Girls.
2. Role of the National Organization and Local Councils in Girl Scouting; Concepts of Working With Girls.
3. Total Organization of Society.
4. Mental Hygiene.
5. Employment Opportunities in Denver Community Organizations.
6. Growth and Development of Children.
7. Programs in Denver Community Agencies.
8. Adult Education.
9. Concepts of Development and Change in the Community.
10. Different Kinds of Value Systems Within a Society.
11. Working with Exceptional Children.
12. Communication and Sensitivity Training.
13. Role of Women in Business.
14. Problems of Job Hunting, Interviewing and Writing Resumes.
15. Role of Social Worker in the Community.
16. Programs in the Model Cities Project.
17. Working with a Large vs. a Small Organization.
18. The Role of the Volunteer in the Community.
19. Jobs for Women in Denver Community.
20. Identifying Individual Goals.

Trainees' Reactions - (based on 24 Trainee Mid-term Reports and 19 Trainee 10-Week Reports) Nineteen trainees found the lectures a most beneficial aspect of the training, but six from this group were critical of some of the speakers because the information seemed irrelevant to the project or the time allotted to discussion was not sufficient. One person stated the lectures were the least beneficial part of the training.

University's Evaluation - Giving too much academic content in a concentrated way at the beginning of the course made the content less effective than it would have been had there been concentration on one body of knowledge before moving into the next.

The Detroit Program

Seventeen lecturers and agency specialists (Appendix C-2) spoke to the trainees and then were resource persons for discussion groups on topics presented in the following order:

1. The Community Setting: Some Key Problems in the Urban Community.
2. The National Youth-serving Agency as a Part of the Social Welfare Field.
3. Roles of Regular Staff.
4. Roles of Volunteers.
5. Voluntary Associations: Their Contributions to Today's Society.
6. Girl Scouts; Camp Fire Girls.
7. Recruitment and Training of Volunteers.
8. Review of Audio-visual Materials re Recruitment, Training, Committee Work, etc. - Girl Scouts, Camp Fire Girls.
9. Administrative Theory; Personnel Management.
10. Financing the Voluntary Association.
11. Administering the Voluntary Association: Some Key Problems.
12. Administering the Voluntary Association: The Planning Process.
13. The Inner City: New Approaches to the Problems of Youth in this Setting.

14. Suburban Delinquency.

15. Local-National Relationships.

16. Child Development and Growth: Pre-Adolescent.

17. Adolescent Development and Growth.

18. How Voluntary Associations Meet the Needs of Children and Youth: Underlying Philosophy and Bases for Programs.

19. How Voluntary Associations Meet the Needs of Children and Youth: Some Actual Programs.

20. Community Organization: Identifying the Power Structure.

21. How to Get Additional (Continuing) Education.

22. Employment of Women.

Trainees' Reactions - (based on 24 Trainee Mid-term Reports and 24 Trainee 10-Week Reports) Nineteen women indicated the lectures as a beneficial part of the program, but seven criticized the speakers because some did not seem to understand the aims of the project well enough to make their information applicable; some material seemed repetitious. Three indicated the lectures were the least beneficial aspect of the training.

University's Evaluation - The program had excellent content in various lectures given to trainees by some outstanding people. Some consultants were more effective than others. Perhaps some needed clearer explanation of the project before speaking to the trainees.

The San Francisco Program

Twenty-one speakers (Appendix C-2) participated on a one-time basis. Opportunity was provided for discussion after the lectures. Topics were given in the following order:

1. Introduction to Camp Fire Girls and Girl Scouts.

2. The Place and Value of Leisure in the American Society.

3. Social Work in the American Community.

4. The Varying Roles of the Job or the Creative You.

5. Use of the Library.

6. The Committee and How to Use It, Chairing Committees.
7. The Workshop as a Training Technique.
8. Human Behavior.
9. The Changing Child in Changing Society.
10. Working with a Child from a Depressed Area.
11. Working with a Gifted Child.
12. Place of Voluntary Agency in Today's Society.
13. Community Organizations.
14. Working with Volunteers.
15. Organizational Structure and Operation.
16. Use of Graphic Arts.
17. Audio-visual Laboratory.
18. Professionalism - What is It?
19. Professional Ethics.
20. Your Role as a Supervisor.
21. Public Relations.
22. Local and National Standards.
23. Business Procedures.
24. Budgeting and Managing Time.

Trainees' Reactions - (based on 25 Trainee Mid-term Reports and 20 Trainee 10-Week Reports) Twenty trainees found the speakers beneficial because of the content of the lectures and also the opportunity to come in contact with professionals in the field. Fourteen of the trainees commented that some of the speakers' material was repetitious, impractical, irrelevant, superficial or elementary.

University's Evaluation - Would not repeat the straight lecture without feedback.

TABLE 5

TRAINEES' REACTIONS TO LECTURES

	Boston	Dallas-Ft. Worth	Dayton	Denver	Detroit	San Francisco	Totals No.	%
Most beneficial aspect of training	6	9	8	13	12	6	54	36%
Beneficial but could be improved	1	8	12	6	7	14	48	32%
Least beneficial aspect of training	-	2	3	1	3	5	14	9%
No comment	17	6	-	4	2	-	29	20%
Missing reports, including drop-outs	1	-	1	1	1	1	5	3%
Totals	25	25	24	25	25	26	150	100%

Observation Experience

The Boston Program

Trainees had observation experiences in 46 community agencies in the City of Boston and environs, most of which were arranged individually by the trainees because of their personal interests. Observations extended from the second through the fourth weeks with trainees spending two hours each morning in the classroom and the afternoons in a wide range of agencies. Each Friday the trainees returned to the classroom for a lecture by an outside speaker and for evaluation of the week's activities.

Visits were made in small groups, not over five, generally only two and three. A few were made singly.

> Trainees' Reactions - (based on 24 Trainee Mid-term Reports and 22 Trainee 10-Week Reports) Eight trainees indicated that the observation period was too long, the interview procedure was too superficial to really get to know an agency and the observations became a repetitive activity. Conversely six trainees indicated this was the most beneficial aspect of the training. A few people would have preferred spending some of that time in the classroom perfecting skills.

University's Evaluation - If the program were to be repeated, this same adjustment in project design would be made because the variation appeared to facilitate learning and give it a base of reality.

The Dallas-Fort Worth Program

The overall basic design was used with trainees having four days observation in an agency of each sponsoring group.

Trainees' Reactions - (based on 25 Trainee Mid-term Reports and 24 Trainee 10-Week Reports) Ten trainees commented on this phase of the training, six indicating it as most beneficial and four as among the least beneficial. Of this group, most mentioned that the time was too long and more agencies should be included.

University's Evaluation - No mention was made in the report.

Councils' Suggestions - Combine observation and field work and have three weeks in each agency (1 council); more observation in United Fund Agencies.(1 council).

The Dayton Program

The overall basic design was used with trainees having four days observation in an agency of each sponsoring group. Trainees also were given the opportunity to attend the participating councils' staff meetings on Friday morning, returning to the classroom located in the same building for an afternoon seminar.

Trainees' Reactions - (based on 24 Trainee Mid-term Reports and 23 Trainee 10-Week Reports) Twelve indicated observations as a most beneficial phase, three members of the group suggested improvements, while five commented that it was one of the least beneficial aspects of the program. Comments included finding the briefing on agencies helpful and wanting more such field trips to finding them repetitious and insufficient in depth.

University's Evaluation - No mention was made in the report.

Councils' Suggestions - Eliminate weeks of observation because it is confusing for trainees to spend one week each in such similar agencies. (1 council).

The Denver Program

Because of only two participating councils in the area and complexities of their schedules, trainees were sent in two small groups to each council. The total group was divided as it was for the group dynamics sessions. While one group was visiting a council, the other group was in the classroom working on group process exercises and group process understanding.

Trainees' Reactions - (based on 24 Trainee Mid-term Reports and 19 Trainee 10-Week Reports) Nine trainees thought this phase was most beneficial, but six of them along with 10 who indicated it was the least beneficial experience said the period was too long, visits were repetitious and more agencies needed to be involved.

University's Evaluation - The two weeks of observation could have been eliminated. Two or three days of observation in an agency would have been enough; the rest of the time could have been better spent in the classroom giving trainees more academic learnings.

Councils' Suggestion - Schedule observation in a second agency at the very end of the training. The trainee would then become familiar with one set of new people, one new program, and one set of terminology, and one program. Then she would have something familiar with which she could compare a second agency. (1 council).

The Detroit Program

Six instead of eight days were alloted to the observation phase in order to complete the classroom work missed during the second week, when classes were canceled because of the death of Dr. Martin Luther King, Jr. The two Detroit-based participating councils arranged for observations in other agencies located in their office buildings in order to broaden the trainees' exposure.

Trainees' Reactions - (based on 24 Trainee Mid-term Reports and 10-Week Reports) Three trainees indicated that they found this a beneficial aspect of the training because they learned more about the functions of the agencies visited. A majority of the trainees were critical of the observation period because the non-sponsoring agencies did not understand the purpose of the project and thought they were women receiving training for volunteer service; the observation activity seemed too long and repetitious.

University's Evaluation - There was a general feeling that there was too much time for observation, at least in such concentrated doses. Observations might better have taken place a day or two at a time over a number of weeks, and perhaps after the trainees had been prepared specifically for this kind of experience. Training coordinators could try to contact the agency people so they would know the purpose of the project. Trainees felt that some agency people had an initial misconception that the trainees were being trained as volunteers rather than administrators or professional staff, and that they were, therefore, sometimes "talked down to." As an outgrowth of trainee interests, several Friday mornings or afternoons were scheduled, as the project developed, to include visits to three other agencies.

Councils' Suggestion - Have observation and field experience in the same agency. (1 council).

The San Francisco Program

Innovation was made in the overall basic design. In the third week, trainees observed in a different agency on each of four days rather than in a council of one of the sponsoring agencies. The trainees could choose four agencies of particular interest and spend one day in each. One day was to be spent in the area of the handicapped and the other in the field of the aging. The list from which selections could be made follows:

Recreation Center for the Handicapped
Aquatic Park Senior Center
Catholic Senior Center Program
Senior Centers - Recreation and Park Department
Tiny Tot Programs
Cooperative Nursery School Programs
Boys' Clubs
Young Women's Christian Association
Young Men's Christian Association
American Red Cross
American Cancer Society
Aid to Retarded
Lighthouse for the Blind
San Francisco Hearing Society
Edgewood
Booker T. Washington Neighborhood House
Potrero Hill Neighborhood House
Telegraph Hill Neighborhood House
Canon Kip Community Center
Visitation Valley Community Center
Brotherhood Way Jewish Community Center
San Francisco Jewish Community Center

The fourth week was spent in a Camp Fire Girl or Girl Scout council in which the trainee would not be having her supervised field experience.

Trainees were given written assignments for the observation period. Each trainee submitted a paper on each of the four agencies visited during the third week, as well as some comparative statements about all four. Each trainee also wrote a paragraph of evaluation on "Was this a beneficial week?" For the fourth week, the report was based on two questions: Was it a good experience? Did it meet your objectives?

Trainees' Reactions - (based on 25 Trainee Mid-term Reports and 20 Trainee 10-Week Reports) Twenty trainees rated this a most beneficial experience, three suggesting some improvements. One indicated it the least beneficial aspect. Some suggested more time be allotted to observation, and one trainee objected to the large number visiting a single agency.

University's Evaluation - If the program were to be repeated, the innovation would be recommended as it was one of the highlights of the course, with trainees wishing for more time to observe more agencies.

Councils' Suggestion - Have at least part of the observation phase take place in the setting of the field placement. (1 council).

TABLE 6

TRAINEES' REACTIONS TO OBSERVATIONS

	Boston	Dallas-Ft. Worth	Dayton	Denver	Detroit	San Francisco	Totals No.	Totals %
Most beneficial aspect of training	6	6	9	3	1	17	42	28%
Beneficial but could be improved	-	-	3	6	2	3	14	9%
Least beneficial aspect of training	8	4	5	10	13	1	41	28%
No comment	10	15	6	5	8	4	48	32%
Missing reports including drop-outs	1	-	1	1	1	1	5	3%
Totals	25	25	24	25	25	26	150	100%

Supervised Field Experience

The Boston Program

There was a variation in the basic overall design, with supervised work experience beginning in the fifth week and resulting in each trainee being assigned to one council for five weeks. As in the basic design, the trainees returned to the university each Friday to discuss their experiences of the week. Councils were encouraged by the university to assign the trainees to some group activity rather than individual project work.

Efforts were made to assign each trainee to a council of her choice, but the locations and numbers the councils could accommodate limited this privilege. All training coordinators were asked not to identify to the participating councils the educational background of the trainees since a major objective of the program was to test the capabilities and acceptability of women without college degrees.

Trainees' Reactions (based on 22 Trainee 10-Week Reports) Eight trainees found the field work a most helpful experience because of pleasant acceptance by council staffs, the challenge of involvement in council activities, and the opportunity to know and work with several different staff members. However, nine trainees indicated it less than beneficial because the time was too long and they were not assigned a sufficiently active role. Three trainees would have preferred to work in a different council. One mentioned the inflexibility of the time schedule for work. Four trainees assigned to councils in which they were previously volunteers had to adjust to working in a staff capacity. A few people found it difficult to adjust to the classroom on Friday after being in the field for four days.

University's Evaluation - One less week of field placement and one more week of classroom instruction at the end of the field experience might have been more effective. Greater involvement of trainees in designing the field experience would have provided broader and more imaginative approaches and would have made the field training more useful to the trainees. Some council staff did not seem to understand fully the purpose of field placement. Field placement in a wider range of agencies is recommended. The similarity of experiences cut down on the learning potential.

Councils' Suggestions - (9 councils, 1 report missing - page xii) Provide closer communication between training faculty and/or project staff and the participating councils so there is sufficient opportunity to know background of trainees assigned and to plan and prepare in line with the interests and the goals of trainees. (5 councils); assign number of trainees to a council in proportion to the council staff available for one-to-one relationships, as suggested in overall basic design. (1 council); expose the trainees to a broad range of council activities to get a picture of the total job of the professional worker; help the trainee select a study of some problem within the council and carry the study through to completion. (2 councils).

Arrange for more exposure of trainees to board and council activities (1 council); have longer field placement because five weeks is too short to enable trainees to become aware of all facets of council activities and oriented to program unless trainee had previous experience with the agency (1 council); time was sufficient (1 council); provide field experience in community organizations other than sponsoring agencies. (1 council); send councils copies of any correspondence relating to employment that is sent to trainees; clarify for councils policies relating to hiring of personnel. (1 council).

The Dallas-Fort Worth Program

The overall basic design was used, with trainees assigned to councils according to choice where possible. Two councils assigned trainees on a one-to-one basis to field personnel for the four-week period, while the other two councils placed the trainees under an overall supervisor and used other professional staff members as consultants.

Trainees' Reactions - (based on 24 Trainee 10-Week Reports) Twelve trainees indicated this was a most beneficial experience because of the self-discipline, planning, discussion in the council, projects, and chance to watch and work with professionals. Five of the 12 plus 11 others suggested improvements, among them the need to rotate to other councils and/or agencies. Some mentioned that there was not enough opportunity to be creative or become involved deeply enough, that they had a feeling of being in the way of professional staff and that the period was too long. Nine trainees cited the Friday schedule on-campus during field work as being less beneficial than anticipated.

University's Evaluation - The field experience was carefully supervised in the case of each office. Inevitably, some trainees received more impact than others, but in most cases the receptivity and intelligence of the trainees was the governing factor. The field directors entered into the work enthusiastically and realistically. If some trainees felt they were asked to participate in day-to-day routine tasks, this cannot be considered the trainer's fault, but rather the trainee's unwillingness to see that creativity runs on the wheels of necessary routine. University coordination with council staffs was permissive but close. Free exchange was encouraged and the support each gave the other was excellent. In several instances problems relating to trainees were mutually worked out.

Councils' Suggestions - (4 participating councils - page xiii) Have more time for field work and no requirements for written or oral assignments during the field work period; do not encourage trainees to attend community activities in lieu of field work (2 councils); have prior agreement with trainees on the place of work experience; more recruiting of trainees from outlying areas (2 councils); combine observation and field work and have three weeks in each agency (1 council); have the assigned councils be the sole supervisors of trainees during field work (1 council).

Have field work in fall months, particularly in September (1 council); require trainees to have college degrees and to be young enough to participate in some kind of camping (1 council); provide closer communications between training faculty and councils participating in the project (1 council); give trainees more information about duties and types of work within community agencies; some thought they were training for executive positions (2 councils); assign trainees so that there can be one-to-one relationships as suggested in basic design (2 councils); suggest program not be repeated (1 council).

The Dayton Program

Seven other community agencies, most of which may have had interests in adding staff members in the reasonable future, were invited to join the two participating councils in accepting trainees for the supervised work experience. The types of experiences in these other agencies differed in some instances from the types of field assignments originally conceived. These agencies were selected on the basis of interests expressed by trainees. Trainess were given an opportunity to indicate first, second and third choices as a bsis for assignments.

Trainees' Reactions - (based on 23 Trainee 10-Week Reports) Eleven trainees found this experience most beneficial, citing as reasons the cooperation of the field or staff director, the opportunity to select a project, and the chance to learn to adjust to many different environments. Six who indicated it was one of the least beneficial aspects said they were not sufficiently involved in purposeful activity, would have liked more varied work, or would have liked to be assigned to another agency.

University's Evaluation - Field experience was generally quite meaningful. To the extent possible supervisors were not only involved as resource people but also as observers in other phases of the program. This involvement, supplemented by frequent and continual contacts with the Project Director, oriented the supervisors to the overall objectives and rationale of the training program. This helped make the field experiences effective.

Councils' and Agencies' Suggestions - (2 councils and 7 other agencies - page xiv) Arrange for field work in September or January; there is very little group activity other than camping, in late May and June (2 reports); have a longer period for field work so there can be more thorough learning (2 reports); help trainees to understand the significances of reports and routine work (1 report); ascertain the number of job openings in the immediate area because women are not mobile (1 report).

The Denver Program

The overall basic design was used, with trainees assigned to councils; however, staffs in the available participating councils were too small to permit the one-to-one staff to trainee relationship. Some staff had three persons assigned to them for the four week period.

Trainees' Reactions - (based on 19 Trainee 10-Week Reports) Four persons indicated field experience as a most beneficial experience because of the self-discipline needed, the necessity of being more tolerant of the time involved when dealing with volunteers, and the opportunity to open one's mind when working with the disadvantaged. Half of the trainees found field work a less beneficial aspect of the training; reasons given included the fact that they were not sufficiently involved in council activities, the period was too long, the work too repetitious, and the too few agencies involved.

University's Evaluation - Where trainees had a supervisor who was secure and effective in her job, the supervised field experience was very valuable. Where the trainees from the course "threatened" or challenged the supervisor in the field, the training was in-effective. One problem was that there were too many trainees for the number of supervisors available. Perhaps trainees could have attended group or troop meetings by themselves and could have been effectively supervised by volunteers. The two sponsoring agencies had more trainees than they could handle, making it obvious that if the program were to be repeated in Denver, it should be coordinated through several agencies, not just two. Some trainees were not interested in the sponsoring agencies either before or after they were assigned.

Councils' Suggestions - (2 participating councils - page xv) To aid the trainee and save time for the supervisor, have two days of instruction early in the project on agency program, structure, plan of work, and staff job description (1 council); have more contact between classroom staff and agencies so that agencies have knowledge of what is being taught in class; more classroom instruction on what jobs are like, including the concept that there is much detailed work and that staff do not control many situations (1 council).

Schedule trainees with an agency for more weeks but fewer days each week, e.g. two days per week for six weeks. This would allow the supervisor time to keep up with the everyday demands of her own job and allow the trainee to get some sense of progression of the work (1 council); accept only women seriously wishing employment (2 councils).

The Detroit Program

The overall basic design was used, with trainees assigned so that they could work on a one-to-one basis with a field supervisor. In order to assure one for each trainee, two YWCA branches accepted a trainee each. Trainees assigned to these branches had indicated a specific interest in YWCA work or found the location convenient.

Trainees' Reactions - (based on 24 Trainee 10-Week Reports) Seven women indicated the field experience as a most beneficial aspect of the training because of good experience or a good relationship with their supervisors, but four of these trainees mentioned some desired adjustments. Half of the trainees indicated this was the least beneficial aspect and in need of improvement for these reasons: too long in one agency; rotation needed or more agencies in the program to give variety; activity needs to be more purposeful; and trainees should be more involved so they would be less like observers or volunteers and would have more supervision.

University's Evaluation - The supervised field experience worked quite well after the initial shock to trainee and supervisor was overcome. Apparently there was a bit of initial apprehension, which subsided after the first week. Some trainees felt that four weeks was too much time at one agency, whereas others felt they wanted more time; the supervisor, setting, and training made the difference. Some trainees seemed to need to be more completely involved and have a sense of completing a job. Trainees apparently needed more instruction about job requirements before beginning supervised work experience - the need of keeping hours, being on time, attending extra sessions. In other words, there was need for trainees to learn to accommodate themselves to work situations rather than vice-versa.

There was a generally good reaction of supervisory staff, except for their general unhappiness with some trainees' initial lack of commitment to job requisites. Supervisory staff mentioned the positive effect on themselves as they had to look at their own jobs, set new goals, and evaluate their own efforts. It might prove effective to work with supervisory field staff in a one-day workshop to orient staff as well as trainees to the work period. There seems to be a need to get information about trainees to key supervisory people earlier in order to make experiences more effective.

Councils' and Agencies' Suggestions - (4 participating councils and 2 other agencies - page xvi) Suggest a council recommend dropping a trainee having problems rather than transferring her to another supervisor if she appears unsuited for agency work (1 report); choose a better time of year, particularly September, to afford broader experience (1 report); have observation and field experience in the same agency. (1 report)

Do not train non-degree women without job commitments (3 reports); enough degree women are already available in this area to fill jobs (1 report); make it possible for trainees to be available for weekly staff meetings, usually on Fridays (1 report); help trainees understand and appreciate the complex aspect of agency structure; time was too short to create this awareness (1 report).

The San Francisco Program

The overall basic design was followed, with most trainees having their experiences on a one-to-one association with a field or district supervisor. The training coordinator provided guidelines for the field supervisors' use to supplement the material furnished by the project office.

Trainees' Reactions - (based on 20 Trainee 10-Week Reports) Eleven trainees deemed the supervised work experience a most beneficial aspect of the training because of the individual assignments and the actual experience in doing a job, but four of these trainees wanted more time allotted to the field work. Two trainees found this experience the least beneficial aspect of the training because of the "busy-work" type of activities, and two suggested rotation to another agency.

University's Evaluation - On the whole this was the most valuable phase of the project. It might have been more effective if a day of workshop-type training had been conducted for all supervisors before the trainees started to work. There seemed to be a breakdown of communications to professionals on the supervisory level.

Councils' Suggestions - (4 participating councils - page xvii) Have longer period to foster lasting and accurate impressions (1 council); do more thorough screening of applicants so that they will be an asset, and help agencies to understand more fully where trainees might fit into the picture (1 council); give more information to supervisors earlier - both on the expectations for field experience generally and for individual trainees; there was an early uneasiness in staff because the guidelines were not too specific yet the fact that they had freedom to structure assignments and placements around current needs was advantageous (1 council); have at least part of the observation phase take place in the setting of the field placement (1 council).

Emphasize and repeat information during recruitment and in the classroom on the purposes of the project and the contribution of Camp Fire Girls and Girl Scout councils to the project (1 council); have fewer assignments from the college so as not to take time away from work during field work weeks (1 council); give trainees more opportunity to have an overall view of the organization structure, both volunteer and professional, to participate in setting priority, and some opportunity to see board and committees at work (1 council); involve trainees more in planning and seeing through a project (1 council); schedule field experience at a time that does not interfere with spring vacations and conferences (2 councils).

TABLE 7

TRAINEES' REACTIONS TO SUPERVISED FIELD EXPERIENCE

	Boston	Dallas-Ft. Worth	Dayton	Denver	Detroit	San Franicsco	Totals	
							No.	%
Most beneficial aspect of training	6	7	8	1	3	7	32	21%
Beneficial but could be improved	2	5	3	3	4	4	21	14%
Least beneficial aspect of training	9	11	6	11	12	3	52	35%
No comment	7	1	5	4	5	7	29	19%
Missing reports including drop-outs	1	1	2	6	1	5	16	11%
Totals	25	25	24	25	25	26	150	100%

WRITTEN WORK AND STUDY ASSIGNMENTS

The Boston Program

Textbook for each participant:

Executive Library, Leadership Series, Washington, D.C.,: Leadership Resources, Inc., 1961

Reference Material for entire group (in library):

Selected Camp Fire Girls and Girl Scout Publications

Trainees' Reactions - (based on 24 Trainee Mid-term Reports and 22 Trainee 10-Week Reports) Four trainees indicated more written work or assigned reading would have been helpful.

University's Evaluation - No comment on this phase.

The Dallas-Fort Worth Program

Textbooks for each participant (direct assignments, morning sessions):

Flesch and Larson	*A New Guide for Better Writing*, New York: Popular Library, 1963.
Furness, Edna L.	*Spelling for the Millions*, New York: New American Library, 1964.
Murray, E.J.	*Motivation and Emotion*, Englewood Cliffs, N.J.: Prentice Hall, Inc., 1964.
Myers, M. Scott	"Conditions for Manager Motivation," *Harvard Business Review*, Jan. - Feb., 1966.
Nurenberg & Rosenblum	*How to Build A Better Vocabulary*, New York: Popular Library, 1961.
Sartin and Baker	*The Supervisor and His Job*, New York: McGraw Hill, 1965.
Westland, Peter	*Public Speaking for Self Improvement and Success*, New York: Arco, 1963.

Collateral reading for each participant as background for afternoon seminars:

Goodman, Paul	Growing Up Absurd, New York: Random House, 1960.
Hoffer, Eric	The True Believer, New York: Harper and Row, 1951.
McLuhan, Marshall	The Medium is the Massage, New York: Bantam Press, 1967.
Simmons and Winegard	It's Happening, North Hollywood, California: Parliament News, 1966.
Whyte, William H.	The Organization Man, New York: Anchor Press, 1957.
________________	Creative Adaptation to Change, New York: Camp Fire Girls, Inc., 1965.
________________	Innovation and Imagination for Youth, New York: Camp Fire Girls, Inc., 1967.

Reference material for entire group (in library and council office):

Selected Camp Fire Girls and Girl Scout Publications

Trainees' Reactions - (based on 25 Trainee Mid-term Reports and 24 Trainee 10-Week Reports) Five trainees indicated they liked the study time allotted in the morning class schedule. Other trainees disliked this aspect, mainly because they needed more time for reading, wanted the reading lists earlier or wanted fewer written assignments during field work.

University's Evaluation - Reading assignments were relaxed slightly in comparison with those of regular college classes. There was a slight deemphasis on collateral reading. The psychological stance of women who were either long years away from their college experience or were from colleges with less demanding requirements made adjustments necessary to avoid discouragment. Students were required to complete assignments and were strongly urged to read all books, but time pressure prevented as much reporting and reading as had been originally planned.

Councils' Suggestions - (4 participating councils) Recommend no requirements for written or oral assignments during field work period (1 council).

The Dayton Program

Textbooks for each participant:

———— How to Lead Discussion, Washington, D.C.: Adult Education Association, 1956.

Brown, Ina Corrine — Understanding Other Cultures, Englewood Cliffs, New Jersey: Prentice-Hall, Inc., 1963.

Frank, Lawrence K. — How to Be a Modern Leader, New York: Association Press, 1956.

Goodman, Mary Ellen — A Primer for Parents, New York: Anti-Defamation League of B'Nai B'rith, 1963.

Hoppock, Anne S. — All Children Have Gifts, Washington, D.C.: Association for Childhood Education International, 1958.

Knowles, Malcolm and Hulda — Introduction to Group Dynamics, New York: Association Press, 1966.

Lane, Howard — Shall Children, Too, Be Free? New York: B'Nai B'rith, 1964.

Miles, Matthew B. — Learning to Work in Groups, New York, Teachers College Press, Columbia, 1959.

Wiksell, Wesley — Do They Understand You? New York: MacMillan, 1960.

Williamson, Margaret — Supervision - New Patterns and Processes, New York: Association Press, 1961.

Wittenberg, Rudolph M. — So You Want to Help People, New York: Association Press, 1947.

The Leader and Creativity, New York: Association Press, 1962.
The Leader and Group Effectiveness, New York: Association Press, 1961.
The Leader and The Process of Change, New York: Association Press, 1961.
The Leader and Individual Motivation, New York: Association Press, 1961.
The Leader Looks at Personnel Communication, Washington, D.C.: Leadership Resources, Inc., 1961.
The Leader Looks at Group Effectiveness, Washington, D.C.: Leadership Resources, Inc., 1961.
The Leader Looks at Self Development, Washington, D.C.: Leadership Resources, Inc., 1961.
The Leader Looks at Decision Making, Washington, D.C.: Leadership Resources, Inc., 1961.
The Leader Looks at Individual Motivation, Washington, D.C.: Leadership Resources, Inc., 1961.
The Leader Looks at Creativity, Washington, D.C.: Leadership Resources, Inc. 1961.

The Leader Looks at Styles of Leadership, Washington, D.C.: Leadership Resources, Inc., 1961.
The Leader Looks at Learning Climate, Washington, D.C.: Leadership Resources, Inc., 1965.

Reference materials for the entire group (in library and council offices):

Selected Camp Fire Girls and Girl Scout Publications.

Tape recordings of all classroom sessions.

Trainees' Reactions - (based on 24 Trainee Mid-term Reports and 23 Trainee 10-Week Reports) Eight found this aspect of training most beneficial because of the books; 10 trainees listed problems such as insufficient supervision for class study period, noise, need for more time for reading, too few specific assignments, and repetitious reading materials.

University's Evaluation - All sessions were taped and made available to trainees. Independent study was introduced and productively used. No reading assignments were made but there was ample evidence of wide utilization of resource materials.

The Denver Program

Textbooks and pamphlets for each participant:

______________ How to Lead Discussion, Washington, D.C.: Adult Education Association of the U.S.A., 1956.

______________ Understanding How Groups Work, Washington, D.C.: Adult Education Association of the U.S.A., 1955.

______________ Working with Volunteers, Washington, D.C.: Adult Education Association of the U.S.A., 1956.

Reference materials for the entire group (in library and council offices):

Twenty one books and fourteen pamphlets dealing with child development, group work, leadership, management, personnel, and communications.

Selected Camp Fire Girls and Girl Scout Publications

Trainees' Reactions - (based on 24 Trainee Mid-term Reports and 19 Trainee 10-Week Reports) Three trainees listed reading materials among the most beneficial aspects of the training. Four indicated them as least beneficial because of the need for more time to study them.

University's Evaluation - No comment made on this aspect.

The Detroit Program

Textbooks and materials for each participant:

Bergevin, Paul and McKinley, John	*Participation Training for Adult Education*, St. Louis, Missouri: The Bethany Press, 1965.
Havighurst, Robert J.	*Developmental Tasks and Education*, Second Edition, New York: David McKay Company, Inc., 1952.

Several mimeographed sets of notes on lectures presented by consultants.

Reference materials for entire group (in library and council offices):

Selected Camp Fire Girls and Girl Scout Publications

Trainees' Reactions - (based on 24 Trainee Mid-term Reports and 10-Week Reports) One trainee found the resource material from one of the councils most beneficial; a few trainees wanted a reading list of references to pursue in the future and more reading and written work during the course.

University's Evaluation - The program would have benefited by a more complete shelf of library materials, of books suggested by consultants and regular staff. This would require earlier requests for suggestions from consultants.

The San Francisco Program

Textbooks for each participant:

Beal, George M., Bohlen, Joe M., and Raudabaugh, J. Neil	*Leadership and Dynamic Group Action*, Ames, Iowa: The Iowa State University Press, 1962.
Hollister, William G.	*Group Participation Methods*, Boston: Unitarian Universalist Association, Department of Education.
McGee, Reece	*Social Disorganization in America*, San Francisco: Chandler Publishing Co., 1962.
Trecker, Audrey R. and Harleigh B.	*How to Work with Groups*, New York: Association Press, 1952.
Williamson, Margaret	*Supervision - New Patterns and Processes*, New York: Association Press, 1961.

Specific reading assignments were given for each week. At the end of the sixth week, written reports were due for all books and pamphlets except the book by Margaret Williamson.

Trainees' Reactions - (based on 25 Trainee Mid-term Reports and 20 Trainee 10-Week Reports) Three trainees found the selection of books most beneficial. Twenty listed as problems the assignments, written work and book reports. Many commented on the intensity of the course: too hurried, not long enough, heavy note taking, not enough time for directions for assignments, time not utilized in a practical way, and content did not justify length.

University's Evaluation - The project was rushed, packed and feverish; yet this is one of the reasons for its success.

Councils' Suggestion - Have fewer assignments away from the College so as not to take away time from supervised field work time. (1 council).

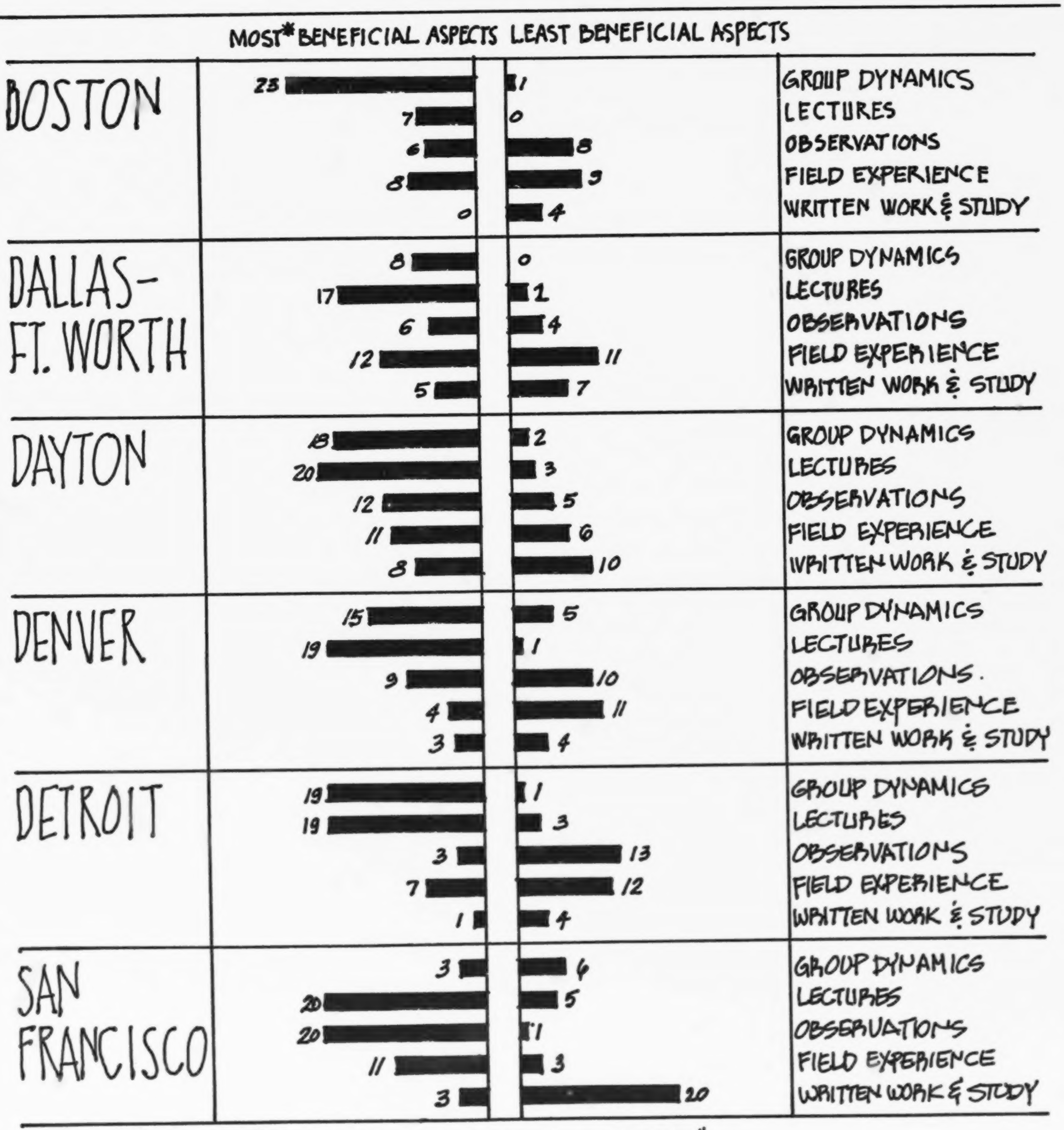
TABLE 8

TRAINEES' REACTIONS TO WRITTEN WORK AND STUDY ASSIGNMENTS

	Boston	Dallas-Ft. Worth	Dayton	Denver	Detroit	San Francisco	Totals No.	%
Most beneficial aspect of training	-	5	8	3	1	3	20	13%
Least beneficial aspect of training	4	7	10	4	4	20	49	33%
No comment	20	13	5	16	19	2	75	50%
Missing reports including drop-outs	1	-	1	2	1	1	6	4%
Totals	25	25	24	25	25	26	150	100%

CHART 7

TRAINEES REACTION TO TRAINING METHODOLOGY



*INCLUDES "BENEFICIAL BUT COULD BE IMPROVED"

MISSING 10-WEEK REPORTS: DALLAS-FORT WORTH 1; DAYTON 1 (10 WEEK DROP OUT); DENVER 4; (INCLUDING 7, 8, 10 WEEK DROP OUTS); SAN FRANCISCO 5 (INCLUDING 7 WEEK DROP OUT).

PERSONAL PROBLEMS AND ADJUSTMENTS

Trainees were asked in their Mid-term and 10-Week Reports (Appendix C-4) to indicate personal problems that they experienced in the training and how they adjusted to the situations. (Table 9).

A total of 70 percent or 106 women indicated that their major problem was finding sufficient time to handle home and family responsibilities and to fulfill the training requirements simultaneously. Of this group, 30 percent indicated that they were able to adjust to the problem because of the cooperation of their husbands and children. Several women related examples of discovering that their families were more self-reliant than they realized and seemed to enjoy making it possible for them to undertake the training. One woman reported that her children said she had become "more human" and another that her husband said she was no longer so "narrow-minded."

The mother of nine children, five still at home and going to school, said that the training period had made it possible for her to determine that she could manage the responsibilities of a full-time job. She is interested in a particular agency opportunity within commuting distance of her home, and plans to wait for that opening. She coped with blizzards, slow public transportation, and the anxieties about a teenage daughter's appendectomy, but missed only one-half day of training. She was able to attend evening meetings, an essential part of her field work assignment, because her teenage daughters prepared the evening meals. She indicated that it required more scheduling and planning with her family to get the work in the home accomplished.

Of the "time-problem" group, 18 percent indicated that they adjusted by better organization and management of household tasks, more advance planning, establishing routine living habits, budgeting time, or developing flexibility. Nine percent planned and prepared meals in advance, changed their dinner hour, were assisted by husband or children in preparing meals, had oven-type meals or TV dinners, or ate out more frequently. Nine percent utilized more outside services, including sending the laundry out, relying on telephone calls, or hiring a baby-sitter or "live-in" maid. Seven percent adjusted by doing their housework and shopping on Saturdays or in the evening. Five percent curtailed their volunteer and social activities. Four percent said they dedicated themselves to the training program regardless of the problems.

One or two trainees from each program center reported that they had worked previously and, as a result, they and their families already were adjusted to the time schedule of the training period.

However, 9 percent of the time-plagued group indicated that their home and family suffered, chores piled up, meals were worse, the house was messy, and that they knew now that they were not ready for full-time careers while functioning in the role of mother.

Time was not solely a problem of the mother. A number without children said training more demanding than they had anticipated.

Returning to the classroom after being away for years was pinpointed as a problem by 41 percent, or 61 women. Many found it a problem to be physically inactive for long periods of time, especially if they were sitting several hours in uncomfortable chairs. For many it was also a problem to be listening intently, taking notes, concentrating, and taking directions after having been accustomed to giving orders at home. A few were bothered by the noise of the group, or smoking in the classroom, or the classroom itself, which in one place was windowless. The adjustment was mainly one of developing endurance and self-discipline. Gradually the inactive situation became less annoying. Some trainees made physical adjustments by taking advantage of "breaks," stretching occasionally or setting up a physical exercise program. Some changed to more relaxed types of clothing. Others concentrated on listening and, if possible, getting involved in class discussion. A number indicated that they learned to think before speaking, to restrain themselves from too active participation, and to see the other person's point of view.

Travel to class and to the work assignment was a problem for 14 percent or 21 women because they had to drive long distances or to scattered destinations. Some had to learn to drive in sections unfamiliar to them, especially inner-city areas. A few did not have a car available in the family for their use; this required use of public transportation, sometimes involving lengthy travel time. Some were able to join a car pool or ride with co-trainees or agency personnel. Some indicated that they had to learn to make better use of maps. Only one or two in a program center did not drive and in most cases arrangements were worked out in advance so that they could participate satisfactorily in the training. One of these wrote in mid-August: "a serious personal handicap, the lack of a driver's license has been remedied!" Her summer job required ability to drive. Her letter continued, "...all I really needed was an incentive.

Thirteen women or 9 percent of the trainees indicated personality conflicts as a problem. Many expressed pleasure in the opportunity to associate with fellow trainees and council staffs, the benefits of companionship, and the understanding of associates in the group. However, a few trainees mentioned difficulties relating to specific persons or being in a group of women all day. Adjustment required tolerance.

Eleven trainees, 7 percent, indicated that absorbing the additional expenses for lunch, transportation, and/or baby-sitting needs put a strain on the family budget. They managed by eliminating some items from their regular household expenditures, by using recreation funds, and by having children do the chores that otherwise might have been done by outside services.

TABLE 9

TRAINEES' PERSONAL PROBLEMS

Problem	Boston	Dallas-Ft. Worth	Dayton	Denver	Detroit	San Francisco	Totals No.	Totals %
Meeting the time schedules	16	19	18	18	14	21	106	70%
Returning to a classroom situation after being away	1	14	10	13	10	13	61	41%
Travel to class or field assignments	3	3	4	7	2	2	21	14%
Personality conflicts	1	2	4	1	1	4	13	9%
Meeting financial obligations	3	1	2	2	2	1	11	7%

The baccalaureate degree has been a basic minimum educational qualification for administrative positions in both organizations as indicated by their job descriptions....Experience over many years has demonstrated that preparation at the baccalaureate level is a reliable developmental base for successful performance in administrative job categories when coupled with certain personal and experiential qualifications. It is recognized, however, that the baccalaureate degree requirement screens out some women whose other qualifications point toward success.

--PROPOSAL, dated June 6,1967, p.4

The university faculty and field work supervisors are to be invited to assist, as appropriate, in evaluating:

. . . .

f. records of attendance and progress.

g. measurement of each student's accomplishments. The measurement is to be developed in order to (1) determine extent of correlation between classroom instruction and field experiences and (2) compare the non-college graduate with the college graduate. An attempt will be made not to identify the non-graduate either to instructors or field supervisors during the training period.

--PROPOSAL, dated June 6,1967, p.13

COOPERATION OF AND WITH RELATED VOLUNTARY COMMUNITY SOCIAL AGENCIES

Sixteen national organizations have been invited to react to the proposed core content and to indicate their interests in the results of the experiment and interviewing trainees. (Included in Appendix E-1)

. . . .

Educational standards for these agencies in general are baccalaureate degrees and in some cases, the Master of Social Work degree. However, three national units leave the educational requirements to the discretion of the local agencies. In view of the available manpower forecast, some of the agencies recognize that standards will have to be interpreted less rigidly.

--PROPOSAL, dated June 6,1967, pp.17-18

METHODS OF EVALUATION

Various methods of analysis were established as a basis for determining the likelihood of success in job performance and the possibility of acceptance for field representative positions by councils of the national sponsors or other community agencies.

One method was the trainee's self-evaluation, obtained through answers to the final question on the Trainee Mid-term and 10-Week Reports (Appendix C-4). She was asked to indicate how she saw herself in the role of a future community service administrator.

The trainees in some programs, at the suggestion of or as an assignment by the training coordinator, completed in-depth self-evaluations. Two groups were asked, on an optional basis, to submit parts or all of their reaction reports for use in the project study. The data from the San Francisco program is given later in this section; the other group's data did not lend itself to analysis according to age and education.

Another method was the filing of confidential reports on each trainee by the university coordinator and the trainee's field-work supervisor. The coordinator was asked to present a composite report from the regular classroom staff. The field supervisor was asked to give her reactions arrived at personally or in consultation with the professional staff within her council. Records of attendance were also recorded on these forms.

The training coordinator and the field supervisor were asked not to compare trainee evaluations, as this instrument was designed in part to compare their reactions on degree versus non-degree women.

TRAINEES' VIEW OF THEMSELVES AS COMMUNITY AGENCY ADMINISTRATORS

Seventy-five percent, or 112 women, indicated that they were ready for a role as an administrative or professional worker in an agency. However, while qualified for work now, three of this group decided that additional education would prepare them for better positions and have enrolled in a bachelor's or a master's degree program for the fall.

At least half of the trainees indicated that the training had helped them gain confidence essential for this field of work - or that it opened many doors to the community - or that it helped them become more aware of what is going on around them and to evaluate their own strengths and weaknesses to undertake work outside the home.

Fourteen women or nine percent of the trainees completed the course with the feeling that there was no place for the woman without a degree; or that a master's degree was necessary, preferably a Masters in Social Work. Nevertheless, three in this group have taken agency jobs.

Nine women or six percent said they were not interested in or capable of doing this type of work. For them the course did not produce self-confidence; they felt confused and frustrated as to their job potentials. They no longer saw themselves in the role of community service administrators, yet one of these persons has since accepted a field director's job in a community agency.

TABLE 10

EVALUATION OF SELF IN ROLE OF FUTURE COMMUNITY AGENCY ADMINISTRATOR

State of Readiness	Boston	Dallas Ft. Worth	Dayton	Denver	Detroit	San Francisco	Total No.	Total %
Ready for role as administrator	18	20	20	16	20	18	112	75%
Need more education	2	3	2	2	4	1	14	9%
Not interested or incapable	4	2	1	1	-	1	9	6%
Missing reports, including drop-outs	1	-	1	6	1	6	15	10%
Total	25	25	24	25	25	26	150	100%

EXCERPTS FROM SELF-EVALUATIONS

Some excerpts submitted by the San Francisco trainees are given below and are grouped by age and education.

Non-Degree and Under 35 Years of Age

"I am not sorry for one moment that I took this training program. I am not at all bitter because I am not placed. This gives me a chance to sort of pick what I want and when I want it."

* * *

"After talking for three weeks and finding out what life is like from a viewpoint other than my own, I am ready to do something. All of the people we have have not been exactly pessimistic, but as one person said, 'After trying to be friends for a hundred years, wouldn't you, too, be kind of anxious for things to happen? Wouldn't you be leary that everything might still be just talk?' His point was well put - I do feel that something has to be done about our rising interracial problems, and it has to be done now. People are getting tired of studies and research projects with no follow-up on what has been learned. If nothing else has been gained in these three weeks, I have become more aware of the seriousness of the racial problem and the desperate need for change."

Degree and Under 35 Years of Age

"With the much needed companionship and with acceptance and recognition, I no longer feel so desperate. With this gained confidence, I have more assurance in my own skills and ability to cope with living. By far, these were the most important gains I received from the Project. Although I wish it wouldn't end, I am thankful for the springboard to a better future."

* * *

"Through the class I have experienced growth in my ability to tolerate others, accept their opinion, and relate them to their own past experiences."

* * *

"In the past ten weeks I have regained my confidence which I lost while a member of the 'hard-core unemployed.' This has grown as my skills have increased and opportunities for their use have grown larger.

"As I have come to know who other people are, and how they work, I feel a part of this community and a part of this time. I can smile at strangers now, and they smile back.

"I have come to know that everyone has something to give, and that there is challenge in encouraging others to give their 'something'.

"I am no longer fearful of commitment: to others, to ideas, and to ideals. I, too, am the 'somebody else' in 'Let somebody else do it'."

* * *

"Because of the field work and some things I learned from the lectures, I feel much more confident in what I can do. Associating with the great variety of personalities that were collected in this class, in so many different ways, helps one to find her own qualities.

"...Aside from practical information the lectures were also loaded with the little jewels that are the things you'd like to string and keep just for their own value, even if you can't use them."

"I don't have a definite course of action to obtain my professional goals, but I am more sure about it than I ever was before... ."

"At this point there's probably not much need to say that this program was beneficial in ways I never dreamed it would be. I think I'll always be glad I was in it - far beyond the point of my next job. I almost wish I could do it again years from now."

* * *

"After our field work assignment, more than ever I don't want to be a 'passing voice in the night'...I feel that I am more aware of the seriousness of this problem than I have ever been, and somehow I would like to find a way to help correct this situation. I do feel that working as a member of a youth organization and promoting inter-group activities is a step in the right direction."

"The Experimental Project has been a tremendous learning and maturing experience for me. Through making contacts in the field work assignment, I feel much more comfortable talking to new acquaintances than I did before and I also do not mind using the telephone, a task I had really never liked. In working on our assignment, I think I began to learn to choose priorities and to compile a report in a short period of time. Because of an ad lib panel the Trainees...were involved in, I realized that I need quite a lot of practice in expressing my feelings... ."

"From this Project, from observations and working in the field, more than ever I want to work with people, preferably in a youth serving agency or a youth organization working directly with children."

* * *

"I am richer for the training and experience I have obtained in this Experimental Project. Only under this project could I have crammed in as much learning in the same time period."

* * *

"This course has also been extremely rewarding in terms of inter-personal relationships and my growth in this area. This has come both from the pleasure of new relationships and from relating to and working with a diversity of people - racially, economically and culturally - among the trainees and during the field work experience. In addition, it has been a real pleasure to be part of a group of dynamic, thinking women. This has immeasurably improved my opinions of the non-professional American female. Adjusting to working with older women and women whose backgrounds differ from mine has been very useful in terms of the work I hope to be doing in the future... ."

"However, one of the best contributions that this course had made to my development, in addition to the gaining of new knowledge, is in reinforcing for me that I am not as shy as I have thought that I was in the past and that I do have the potentialities for working, effectively, with people."

* * *

"One of the main things I have learned from the project is the importance of communicating and the role it plays in our society of today."

Non-Degree and Over 35 Years of Age

"It is doubtful that an individual changes in a brief, ten-week period. However, values and attitudes can and do change overnight and in this light there has been a remarkable revamping of my psyche in an infinitesimally short span of time. From a life of complete leisure and few duties, wherein it was possible to use and abuse the hours of the day, to a Spartan discipline of regulated hours and stringent duties was indeed a complete 'about-face'. That I was able to hew to the discipline of this period was a constant source of wonder and often I found myself in strange places, doing esoteric things, and had to pinch myself mentally to realize that it was I who was involved.

"...I feel I have something to offer and am desirous of offering it. My volunteer roles eagerly await me, but I would like to couple them with a fruitful career. I now feel professional, think professional, and anticipate professionally.

"This evaluation must perforce be prefaced by the remark that I would not trade the experience of being part of this novel and worthwhile experiment for anything in the world as it surely will always be a highlight in the panorama of my educational background. At the same time, I should make it clear that if I had envisioned the tremendous physical and mental energy that was to be expended, it is doubtful that I would have had the temerity to embark upon this venture at all. It did point up what fantastic and unknown resources are bottled up within us."

* * *

"By learning, growing, discovering afresh the awareness within myself of people, of being able to distinguish between my personal self and my professional self and know the difference - Yes, I have changed. I have regained some of my confidence as a complete individual.

"It seems I have learned more in the past ten weeks than any other unit of study I have ever been in - not only about subject matter, agencies, etc., but about people. This course has provided a springboard for re-entering the working world in a field I am intensely interested in."

* * *

"I do know now, that I would be good at this kind of work, and that it is the field I would like to work in."

* * *

"Not only has it been a meeting place of forming new friendships which I hope will be lasting ones, but it has been a proving ground for me as a student-wife-mother - a challenge to my capabilities - to perform all three roles without faltering or wavering when the days became difficult.

"During the early days of the course I had difficulty understanding the agency terminology but now I feel quite comfortable listening to it because I have learned to familiarize myself with the phraseology."

* * *

"The enrichment of the class has made me more sensitive and has sharpened my direction of purpose."

* * *

"I have become more self-directing, self confident, and above all more understanding. When I began this course I felt superior to many of the trainees in the class; now, in the tenth week of our training I know my life has been enriched by my association with these girls, and I have created a warm acceptance and prizing of each one of them as separate individuals."

Degree and Over 35 Years of Age

"Since I lack recreation background, I had hoped for more sessions in this area rather than so much social work - which was repetitious and less helpful. It does seem to me that recreation philosophy and some know-how is important to the work for which we are training. Since I lack experience and facility in public speaking I would have benefited by more opportunities to speak to the class - in the manner of our committee reports, for example."

* * *

"No, there have been no fundamental changes in me during these past ten weeks. However, thanks for the exercises. I shall also diet strictly for the next several days so as to be able to get back into my clothes!"

* * *

"Due to the lectures and reading material contained in this course, I now find I give a great deal more attention to 'where people are' when I am attempting to communicate with individuals and with groups. I am more prone to listen to what they are saying, in an effort to sense attitudes and degree of prior knowledge on a subject."

* * *

"...Not only has the course helped me as a person to adjust to a vigorous environment, but it has helped me to more fully recognize and rely on the capabilities of my children.

"As the course progressed, I found myself less nervous about what was happening at home, and I could more fully concentrate on the lectures and feel less anxiety. I found that my family was quite capable, and that my two children readily assumed responsibilities and were self sufficient.....

"Helpful ideas regarding current problems in human relations were revealed during the course. My participation in the field work experience helped me to gain self-confidence in that I found myself capable of grasping quickly a difficult problem and following it through to completion.....

"As for my goals, the course helped me to see that perhaps I would rather not devote as much time to an agency as would be required, especially for a few years. Because of this, I have decided to return to school and do graduate work."

EVALUATIONS BY COORDINATORS AND SUPERVISORS

In an effort to reduce bias in evaluating degree and non-degree trainees, an attempt was made to avoid disclosing the educational attainment of the individual trainee to the field supervisors. It had been the plan not to give this information to the training coordinators, but this was not agreeable to universities and colleges because of generally accepted theories that an instructor should know his students in order to teach at the most appropriate level. This information was released to the coordinators, but not to the participating councils and agencies. The councils were asked to refrain from inquiring of the trainee the extent of her formal education. Supervisors agreed to adhere to this request, but many reported that trainees gave the information freely. They believed this was because of feelings of inadequacies that often came as a result of a classroom lecturer or an agency person insisting that there were no opportunities for persons without degrees, frequently emphasizing that a Master of Social Work is essential. Further discouragement probably came from the fact that the trainees were being supervised in nearly every case by a person holding a bachelor's and often a master's degree.

Only four - three in reports and one orally - of 34 councils and agencies openly expressed to the project staff their reservations about accepting non-degree women in administrative-level positions. Some raised questions as to the feasibility of the plan because of the likelihood that the trainees would not be accepted for employment.

Efforts appeared to be made both by the training institutions and by the field supervisors to evaluate the trainees objectively. The confidential instrument asked the university coordinator for narrative information regarding learning capabilities, relationships, personal qualifications, and attendance. It asked the field supervisor for information about relationships, job capabilities, personal qualifications, and attendance. (Appendix D).

The evaluative instruments were reviewed and scored independently by a panel of five persons, namely, the National Director of Personnel Administration and the Director of Personnel and Training, Field Services Division, Camp Fire Girls, Inc.; the Acting Director of the Personnel Department and Assistant to the Director of the Training Unit of Girl Scouts of the U.S.A.; and the Project Director. The Project Director was the only panel member who knew the trainees individually and had access to their records. One of the other four had met some of the trainees when she conducted one-time training sessions in four of the program centers.

The panel reduced the narrative reports of the coordinators and supervisors to trainee ratings of "high," "reasonable" or "poor" in terms of job potential. Panel members were to accomplish this by asking themselves how they would rate the person if they were charged with making the decision on employment. In arriving at the ratings they were not to compare the coordinator's report on a trainee with that of the supervisor.

Ratings for all trainees, by program center, are shown in Table 11. They show that the university rated 46 percent or 63 women as having high potential while the field supervisors indicated 60 percent or 82 women.

An analysis made of the consistency of rating by the university coordinators and the council field supervisors is reflected in Table 12. A comparison of degree and non-degree trainees is shown in Table 13.

A point value was assigned to rating of panelists and used as a basis for arriving at ratings in Tables 11, 12 and 13.

TABLE 11

TRAINEE POTENTIAL FOR ADMINISTRATIVE WORK IN AGENCIES

Program Center	UNIVERSITY			FIELD SUPERVISOR		
	high	reasonable	poor	high	reasonable	poor
Boston	13	3	6	16	-	6
Dallas-Ft. Worth	13	8	4	15	5	5
Dayton	8	8	6	16	3	3
Denver	5	8	7	9	6	5
Detroit	13	8	3	13	8	3
San Francisco	11	9	4	13	8	2
Total*	63	44	30	82	30	24
Percent of Total Rated**	46	32	22	60	22	18

* One trainee evaluation by field supervisor missing.
** Based on 137 for University and 136 for Field Supervisor.

TABLE 12

CONSISTENCY OF 136 TRAINEE RATINGS BY TRAINERS

Program Center	No. of Trainee Ratings			No. of Trainee Ratings	
	Considerable Agreement	Reasonable Agreement	Considerable Disagreement	University Higher	Council Higher
Boston	16	3	3	2	4
Dallas-Ft. Worth	14	8	3	6	5
Dayton	8	10	4	2	12
Denver	6	8	6	4	10
Detroit	11	10	3	7	6
San Francisco	12	8	3	3	8
Total	67	47	22	24	45
Percent of Total Ratings	49	35	16	35	65

TABLE 13

COMPARISON OF DEGREE AND NON-DEGREE TRAINEES

Program Center	DEGREE				NON-DEGREE			
	High	Reasonable	Poor	Total	High	Reasonable	Poor	Total
Boston	6	1	1	8	6	2	6	14
Dallas-Ft. Worth	9	8	1	18	2	1	4	7
Dayton	2	1	2	5	4	8	5	17
Denver	1	11	3	15	-	4	1	5
Detroit	5	7	1	13	5	6	-	11
San Francisco	7	7	3	17	-	7	-	7
Total	30	35	11	76	17	28	16	61
Percent of Total*	40	45	15	100%	28	46	26	100%

* Based on 137 trainees completing the course.

The following are typical of the negative comments about trainees that appeared most frequently in the reports:

1. Difficulty in working with people of all socio-economic levels.
2. Difficulty learning new concepts and relating concepts to specific situations.
3. Thought patterns too set, so not willing to consider new information or alternatives.
4. Limited flexibility.
5. Great desire to stay in the observer role rather than participating and assuming responsibility.
6. Low concept of self made it difficult to relate positively to individuals and groups.

7. Difficulty in communicating with others.
8. Own personal or family problems were so great, could not release self for full participation.
9. Not sensitive to other people's feelings.
10. Unable to stimulate others.

In the narratives 11 percent of the women with degrees and five percent of those with no degrees showed up as outstanding.

Training coordinators and field supervisors agreed that the limited duration of the project made it difficult to assess potential. The reports indicated that a number of the trainees were improving and growing and that this growth and change undoubtedly would have continued if the project had been planned for a longer period of time.

TRAINEES WHO DID NOT COMPLETE THE TRAINING

Thirteen women or nine percent of the trainees did not receive recognition for completing the 10-week training program. Twelve of the group withdrew voluntarily, mostly for reasons of illness or family emergencies, and one woman did not complete her course assignments. Three of the group accepted jobs, two of which were social agencies, after having attended five and eight weeks of the course respectively. The woman leaving the course in the eighth week obtained her job through a referral from the training coordinator. The in-service training for her job was in progress during the last week of the training course.

Reasons for withdrawal and other data on these trainees are given in Chart 8. Eight of the thirteen held bachelor's degrees.

Training coordinators were assured of the project staff's support in encouraging trainees who appeared not to be suitable for community agency work to go in other directions or withdraw from the course. It was not necessary to force withdrawal of any trainee. There were eight persons in five programs who completed the course about whom the training coordinator and/or the field supervisor expressed concern orally to the Project Director. Their concern was the adjustments the trainees would need to make to work in volunteer-centered programs. In each case, through individualized counseling, constructive assistance was offered.

ATTENDANCE RECORDS OF TRAINEES

Trainees in Boston, Dallas-Fort Worth, and Denver were victims of the rigors of winter, which made headlines in their local newspapers in the early stages of the project. The severe weather caused transportation snarls, resulting in school closings in two areas, and wide-spread flu epidemics.

CHART 8

CHARACTERISTICS OF 13 TRAINEES WHO DROPPED FROM COURSE

Age	Education	Marital Status	Volunteer Service**	Employment History	Mobility	Attracted to Apply By	Location of Training	Reasons Reported For Withdrawal	Week Withdrew
25 or under	Degree	S	Limited	Clerical Work	Possibly	State Employment Service	Boston	Took job applied for previously	5
25 or under	Degree	S	None	None Since 7/67	Possibly	Brochure	Boston	Disliked field site	5
25 or under	Degree	S	Extensive	None	Yes	State Employment Service	Denver	Took job recommended by coordinator. Agency training conflicted with last training week	8
25 or under	Degree	M	None	Part-Time prior to 12/67	Willing to Commute	State Employment Service	San Francisco	Interfered w/personal life and/or accepted job	7
26-34	1 Year College	M (2s)*	None	Job phased out	No	State Employment Service	Dayton	Decided not field of interest	2
35-44	Special Courses	M (2a)*	Extensive	None	Willing to Commute	State Employment Service	Boston	Underwent surgery	1
35-44	Degree	S	None	In family situation	Yes	Newspaper and TV	Dayton	Illness	10
35-44	Degree	M (2s)*	None	None since 1965	No	Newspaper	Denver	Illness of parent	7
35-44	3 Years College	D	Limited	In family business	Yes	Newspaper	Denver	Recurrence of illness	1
35-44	Degree	M	Extensive	None since 10/67	No	GS or CFG Staff	Denver	Time pressures	4
35-44	Degree	M (3s)*	Extensive	None	No	Newspaper	Detroit	Illness of brother	1
35-44	2 Years College	M (1s)*	Extensive	Prior to training	If necessary	Newspaper	San Francisco	Accepted Job	1
35-44	3½ Years College	M (3s)*	Extensive	None since 6/66	No	Newspaper	Denver	Incomplete Work	10***

* (s) indicates number of school age children; (a) indicates number adult age children.

** Volunteer service listed extensive if type indicated appeared to require training for job (s) performed.

*** Certificate not awarded because of incomplete work.

Cancellation of class was necessary for one day each in Boston and Dallas-Fort Worth. Class attendance was required in Boston on the first Saturday as a "make-up" for a national holiday which fell on Monday.

Despite the hazards of winter, a total of 37 women or 27 percent of the 137 women who completed the course maintained perfect attendance records. The overall rate of absenteeism was 1.65 days. Credit was not given for those who did extra work in the evenings or over weekends to make up for absences or to complete projects they had undertaken. However, field supervisors mentioned repeatedly that many trainees put in overtime for these reasons. Frequent evening and weekend assignments were part of the trainees' field work. They were advised of this requirement through information in the brochure. In the Dayton and the Detroit areas the selection letters sent to those accepted for the course read as follows:

> "....You can expect your time requirements to be similar to that of holding a full-time job in a community agency. You will recall that the brochure indicated irregularity of hours can be anticipated in jobs of this type; therefore, you may find your assignment will require some evening or week-end involvement."

A total of 19 persons, two by the training coordinators and 17 by field supervisors, appear to have problems with punctuality or willingness to fulfill evening or week-end assignments occurring outside the normal office hours (Chart 10).

The range of absences were from one-half day to 10 days. The woman missing ten days asked and was granted permission to complete her field work after the termination of the course.

Eight women missed more than five days of training, but a review of their characteristics did not show a consistent pattern from which conclusions could be drawn. Data available follows:

CHART 9

TRAINEES ABSENT MORE THAN FIVE DAYS*

No. of Days	Age Range	Education	Marital Status**	Reasons
10	26-34	Special Courses	M (6s)	Miscarriage
9	45-49	Degree	M (2a)	Illness
7	45-49	Degree	M (4s)	Automobile Accident
7	45-49	Degree	M (2a)	Illness
7	over 50	2 years college	M	Husband's Illness; snow
6½	26-34	2 years college	S	Illness
6	35-44	2 years college	M (3s)	Family Emergency
6	under 25	Degree	S	Illness Measles

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*Based on 137 trainees completing the course.

**(-s) indicates number of school-age children; (-a) number of adult-age children.

CHART 10

ATTENDANCE RECORD OF TRAINEES COMPLETING COURSE

Program Center	Perfect Attendance	Frequent Tardiness or Early Departure		Class Absences			Field Absences			Combined Absences Class and Field		
		Class No.	Field No.	No. of Trainees	Range of Days	Total Days	No. of Trainees	Range of Days	Total Days	No. of Trainees	Range of Days	Total Days
Boston	7	No Record	3	10	1-5	24	12	½-3	22	15	½-7	46
Dallas-Fort Worth	8	-	6	16	1-7	41	5	1-3½	9½	17	1-9½	50½
Dayton	6	-	-	11	1-5	28	7	1-5	16	16	1-10	44
Denver	1	-	3	9	1-2	16	10	½-6	26	19	½-6	42
Detroit	5	-	5	9	1-4	16	9	1-4	19	19	1½-4	35
San Francisco	10	2	1	7	1-3	9	6	½-2	7½	14	½-4	16½
Total	37	2	17	58	1-7	134	49	½-6	101	100	½-10	224

Percent with perfect attendance - 27%
Percent with frequent tardiness or early departure - 15%
Frequent tardiness or early departure include those who appeared to have a problem with punctuality or who failed to show for assignments outside the normal office hours.
Overall rate of absenteeism - 1.65 days.
Overall rate of abseteeism (excluding those with perfect attendance) - 2.24 days.
Credit not reflected for make-up or extra time.

I. Investigating Interests and Opportunities

Employment placement plans are to be developed in cooperation with the State Employment Division. Camp Fire Girls, Inc., and Girl Scouts of the U. S. A. will supplement their services, as needed in the following manner:

a. Questionnaire to be distributed to trainees to determine specific interests and desires in job opportunities.

b. Community social agencies, including the sponsors, are to be invited to list job vacancies. Where possible, an informal get-together is to be arranged for prospective employers and trainees to meet as a group.

c. Individualized assistance is to be given in arranging interviews if and when needed.

II. Follow-through assistance as appropriate.

--PROPOSAL, dated June 6,1967, p.12

In cooperation with the State Employment Divisions, the Project Staff is to plan and direct the employment placement phase. Placement opportunities in each geographic area are to be surveyed and a plan particularly suited to the area will be devised so that trainees have maximum opportunities to apply for positions in line with their interests.

--PROPOSAL, dated June 6,1967, p.23

The Contractor shall make every effort to place trainees in administrative positions with the sponsoring organizations and other community service organizations as set forth...(in)the Proposal.

--SPECIAL PROVISIONS
Contract 82-34-68-02
U. S. Department of Labor
Clause No. 1(3)c

COOPERATION IN PLANNING

The sponsoring agencies, the state employment services, the training coordinators, and the participating councils and agencies cooperated with the project staff in developing plans appropriate for their particular areas to help the trainees with their job searches.

From the outset, interviewers were explicit in emphasizing that prospects would be participating in an experiment, one that did not carry any job guarantee. They explained further that the woman who showed success potential in the training and who was willing to move to an area where a vacancy existed in one of the sponsoring councils could reasonably anticipate a job. As recruitment and training progressed, it became obvious that only a minimal number of woman would relocate, even if free to do so.

Despite the problems involved, the long and careful work of all concerned resulted in the placement of 58 women who took the training (as of August 24, 1968).

MID-TERM RECEPTIONS

At the end of the fifth week of each of the courses, community agency executives were invited to a reception to meet the trainees. Letters of invitation were signed jointly by a university or college administrator and the Project Director.

The purpose of the reception was to acquaint the executives with the training program and its objectives, and to encourage them to consider the trainees as prospective staff when openings occur. They were invited to inform the professional placement interviewer of the state employment service, who was present or personally represented at the gathering, or the project staff, of job openings. The Project Director was present at each reception to discuss the program with the agency personnel. Representation ranged from 12 to 19 agencies and from 15 to 35 persons (Appendix E-2).

In most cities the state employment service interviewer followed up with personal contacts and letters to these agencies and other potential employers. This service was still actively in progress on August 31 as 41 women stated in their job preference indicators that they did not want to begin working until September or October. In Dayton and San Francisco letters signed by the managers of the professional placement office of the state employment service, accompanied by concise resumes of women actively seeking jobs, were mailed to agency executives in their immediate areas in June and July respectively. The Dayton manager reported requests were received for 16 fuller resumes.

In most program areas, the Project Director participated in a training session to discuss the job searching plan. First, she urged the women to analyze their strengths and weaknesses to undertake this type of work, particularly during the field-work experience, to determine if it is a field of interest, and to decide whether the hours and demands of such jobs are compatible with family responsibilities. She urged them to consider only jobs in which they could expect to have reasonable tenure.

SUPPORT BY TRAINING COORDINATORS

Training coordinators in some areas recognized that trainees were apprehensive about limited job opportunities and discouraged about the likelihood of finding positions. Some course participants, too, began to realize, as early as during the observation period, that the discipline and demands of the jobs were different from the work they had visualized. This fact was compounded by the frequency of comments by agency personnel that a person without a degree could not obtain an administrative post.

Training coordinators redoubled their efforts to help trainees overcome these defeating experiences. In a few cases, it was necessary to talk about appropriate dress and grooming, interviewing techniques, and how one might sell herself to a prospective employer by preparing a "saleable" resume. In one program, trainees were assigned to prepare resumes for themselves during the fifth week of the course. These were revised to omit educational level and were used as an introductory device when the women began their supervised field experience. In most areas the state employment service sent representatives, near the end of the course, to help trainees prepare for their job searches.

AID FROM NEWSPAPERS AND OTHER AGENCIES

The Dallas daily newspapers gave in-depth coverage to the course, and frequent feature stories served to acquaint other agencies and the public with aspects of the training being offered. These stories are reported to have resulted in several inquiries to the university. They also brought inquiries to the project office from other interested women about future training opportunities.

To increase exposure of trainees to community agencies, it was decided in Dayton to invite nine other agencies to provide supervised work experience for 12 of the trainees. Selection of these agencies was based in part upon the likelihood that they might be adding staff in the forseeable future. A further support to job placement in Dayton was a feature story in one of the daily newspapers captioned "Grads to Close Leadership Gap".

SPONSORS' INVITATIONS TO APPLY

During the eighth week of the course, each trainee received letters from the personnel directors of the two sponsoring organizations. The letters included application forms; these were to be submitted to their national offices if the trainees were interested in working for either group. A list of job openings in the surrounding geographical areas was also enclosed.

THE JOB PREFERENCE INDICATOR

Concurrently the Project Director released a letter summarizing the services available through the state employment service and also encouraging the trainees to seek opportunities aggressively on their own. They were invited to file a job preference indicator (Appendix E-3). This form was made available to the state employment service, the training coordinator, the sponsoring liaison representative, and the project office.

Trainees were asked on the indicator form to name community agencies for which they would like to work or to state their preference for another type of employment. They were also asked to indicate if they were willing to relocate, their preferred starting date, and their minimum salary requirements.

WILLINGNESS OF TRAINEES TO RELOCATE

At the time when the candidates filed applications for training and during the interviews, 28 percent, or 42, of those selected indicated that they might consider relocating, particularly for the right job. They were categorized as "now", "possibly", and "future" (Table 3). The number indicating relocation as a possibility increased six percent when the job preference indicators were filed; however, fewer were immediately mobile. At the time of applying 32 women indicated that they would move "now", but the number was reduced to 21 near the end of the course (Table 14). Six women who did not complete the course were in the first mobility count.

Of the 21 women in the "now mobile" group, one accepted a job in her former home city. Another moved to the training center area and accepted a job in a council where she had her field experience. A third moved from one training program area to another training center area. A fourth moved to an eastern city where her husband is entering graduate school; she has since accepted a job in industry because she could not afford to spend the time waiting for a possible opening in a sponsors' council, even though this is the field of her choice. Only two of this group are known to be negotiating actively with a Camp Fire Girls or Girl Scout council that would necessitate their moving from their present locations.

Some trainees stated the areas to which they would be willing to move. As the listing below shows, their choices were, in most instances, quite circumscribed.

BOSTON--California; New Jersey or New England.

DALLAS-FORT WORTH--Kansas City; Southwest (2).

DAYTON--Any midwest state, California or possibly overseas; anywhere; wherever husband's new assignment; not specified.

DENVER--Richmond, Virginia, or Morgantown, West Virginia; Putney, Vermont; Northwest or Northern California or Hawaii; wherever husband's new assignment; open; Central or Eastern Texas.

DETROIT--San Francisco or Oakland County, Michigan; Cleveland or Chicago, Illinois, Ohio, Florida, or California; Saginaw or Bay City, Michigan; State of Michigan; not more than 20 miles from present residence.

SAN FRANCISCO--Los Angeles or Southern California; anywhere; San Francisco or Bay Area; within 90 miles of San Francisco; elsewhere in Bay Area (2); elsewhere in Bay Area or specific locations in California; or New York or Boston.

TABLE 14

POSSIBILITY OF RELOCATING INDICATED BY TRAINEES*

Program Center	Now	Possibly	Future	Total
Boston	-	3	1	4
Dallas-Fort Worth	1	3	4	8
Dayton	3	2	-	5
Denver	6	-	4	10
Detroit	5	4	1	10
San Francisco	6	2	1	9
Total Trainees	21	14	11	46
Percent of all Trainees**	15	10	7	34

* Filed during 9th week of training.

**Based on 137 trainees completing the course. 6 trainees who did not complete the course had indicated possibility of relocating.

DATES PREFERRED FOR STARTING JOBS

Thirty six percent, or 50, of the trainees completing the training indicated that they were willing to begin work immediately; fourteen women gave a date of 30 to 60 days later; 33 specified they wanted to start work in September, October, or later. Eleven women indicated that they could consider only part-time work; three immediately and eight in the fall months. Twenty-nine women did not specify a beginning date, or gave an indefinite answer, or did not file a job preference indicator.

TABLE 15

PREFERENCE OF JOB STARTING DATES BY TRAINEES*

Program Center	Immediately	30-60 days Later	Fall	Part-Time Now	Part-Time Fall	Not Indicated	Total Completing Course
Boston	9	1	5	1	2	4	22
Dallas-Fort Worth	6	2	12	-	1	4	25
Dayton	6	2	4	1	4	5	22
Denver	10	1	-	-	-	9	20
Detroit	1	7	12	1	-	3	24
San Francisco	18	1	-	-	1	4	24
Total Trainees	50	14	33	3	8	29	137
Percent of All Trainees	37	10	24	2	6	21	100%

* Filed during 9th week of Training.

MINIMUM SALARIES REQUIRED

Trainees were asked to indicate their minimum salary requirements when filing their job preference indicators. Eighty-one of the 137 trainees interested in full time work listed a specific figure, ranging from $4,000 to $9,000 per annum, with a median of $5,763. The salary range suggested in the recruitment brochure was $4,800 to $7,000.

TABLE 16

MINIMUM ANNUAL SALARY REQUIREMENTS LISTED BY TRAINEES*

Program Center	Open	Under $5000	$5000 to $6000	$6000 to $7000	$7000 to $9000	Part-Time or Unspecified	Average	Total
Boston	5	-	8	2	-	7	$5540	22
Dallas-Fort Worth	3	6	6	2	-	8	5270	25
Dayton	3	2	7	1	1	8	5464	22
Denver	7	3	3	3	-	4	5211	20
Detroit	2	-	4	9	6	3	6452	24
San Francisco	2	1	2	14	1	4	5970	24
Total Trainees	22	12	30	31	8	34	$5763 **	137
Percent of All Trainees	16	9	22	23	5	25		100%

* Filed during 9th week of Training.
** Based on amounts indicated by 81 respondents

AGENCY NOTIFICATION OF PREFERENCES

Where possible, the state employment services and the project office notified the community agencies or other groups concerned of specific interests shown on the job preference indicators. Recruiters for Girls Clubs of America and the National Board of Y. W. C. A. met with the project staff and reviewed the credentials of women who said they would like to consider jobs in their organizations. Both agencies have approached the women most likely to be acceptable to their agencies through personal contact or through the appropriate state employment services. References on some of the women have been requested. As of August 24, confirmations of placement, if any, had not been received.

REFERENCES FILED BY COORDINATORS AND SUPERVISORS

Interviewing experiences indicated that many of the trainees had not worked recently enough to obtain references from former employers, and frequently other references were difficult to secure. To help solve this problem, reference forms were developed (Appendix E-4 and E-5). Training coordinators and field supervisors were asked to file these forms with the project office so that trainees could authorize prospective employers to request references after mutual interest had been established. As of August 24, 1968, 55 references from both sources have been supplied to prospective employers by the project office. In addition, complete sets of references are on file in the San Francisco, Denver, Detroit, and Dayton offices of the state employment services, which were authorized to handle these references in line with their normal practices.

AVAILABLE JOB OPPORTUNITIES

In their letters to trainees the two sponsoring agencies listed 71 job opportunities within the state where the program centers were located or in adjacent states. At the time of mailing only 12 openings existed within commuting distance of the centers. However, nation-wide vacancy lists for field representatives, during the six-month period for the two organizations ranged from 141 to 159. Trainees were invited to write the appropriate personnel adviser if they would consider other openings that might occur later or jobs in other locations.

The two sponsoring organizations opened the way for their councils to employ successful non-degree trainees, recognize them as professional staff, and offer them in-service training. The exception was for these trainees only. One of the sponsoring organizations wrote its councils urging them to give careful consideration to these trainees. In part, the letter read:

> Some of the women may not meet all our qualifications as presently outlined for...positions. However, according to the terms of the experiment, they will receive professional approval and we will follow the course of their job performance over the next two years.

As of August 24, 1968, nine degree and 12 non-degree trainees - four on a part-time basis - have been employed by councils of the two agencies (Table 21). One council has reported trying to find foundation funds to carry out a program for which one of the trainees has particular program expertise.

It has not been possible to document the number of job opportunities which were or are being considered by trainees.

In conversations, agency executives gave voice approval to mature candidates, with and without degrees, but explained that their policies and practices would not permit job offers to non-degree applicants. Some indicated a willingness to consider these women where policy permits, but it has not been possible to ascertain how many offers have actually been made. Reports received from trainees and from state employment services having closest contacts with agencies indicate limited response.

In at least two program areas, state government representatives gave an open invitation to any woman with a degree to apply for a job in their social service units. Non-degree candidates could not be considered.

Poverty-centered agencies in two areas indicated need or an interest in several candidates, degree and non-degree, and it appeared that firm offers would be forthcoming. In both locations, their funds were curtailed and current staffs were reduced. Only two women, as of August 24, both under 35 years of age and with degrees, have been placed -- one in each area. One had summer employment only; she has now enrolled as a graduate student in a School of Social Work. In a third center, a similar agency has employed one trainee -- a non-degree woman in her upper thirties -- as a secretary and recruiter. This offer came because she had her supervised field experience in that agency. In a fourth city, an under-35-aged woman with a degree, accepted a poverty-allied job. Her in-service training dates conflicted with the tenth week so that she was unable to complete the course.

Reports from at least three of the state employment agencies stated that community agencies expressed interest in some of the candidates, but that decisions would have to be delayed until budget confirmations were received. Some of the employment agency interviewers reported limited flexibility and acceptance of persons who did not meet specific educational and experience minimums.

TRAINEES WANTING WORK IN A SPONSOR'S COUNCIL

A total of 79 of the 137 trainees indicated an interest in working for a Camp Fire Girls and/or Girl Scout Council either in the job preference indicator or by filing an application with them.

TABLE 17

TRAINEES INTERESTED IN JOBS WITH CAMP FIRE GIRLS and/or GIRL SCOUT COUNCILS

Program Center	Listed Interest on Job Preference Indicators	Filed CFG and/or GS Application (s)	Listed Interest or Filed Application (s)	Accepted Positions As of 8-24-68
Boston	16	13	16	7
Dallas-Fort Worth	11	3	11	-
Dayton	10	4	11	3
Denver	10	5	10	3
Detroit	10	9	12	2
San Francisco	16	16	19	6
Total Trainees	73	50	79	21**
Percent of All Trainees*	53	37	58	15

* Based on 137 who completed training course.
** 4 on part-time basis.

Of the 56 former or current Camp Fire Girls and/or Girl Scout volunteers who were among the trainees, 73 percent indicated an interest in working for one of these organizations. Most of these thought that they would like to work in a suitable job in either agency. There was some indication that their preference would be with the agency in which they had been a volunteer.

TABLE 18

CAMP FIRE GIRLS and/or GIRL SCOUT VOLUNTEERS INTERESTED IN AND ACCEPTED IN COUNCIL JOBS

Program Center	Volunteers In CFG or GS	Would Like to Work for CFG and/or GS	Accepted Council Position (As of 8-24-68)
Boston	10	10	7
Dallas-Fort Worth	9	6	-
Dayton	12	9	2
Denver	7	4	-
Detroit	12	6	1
San Francisco	6	6	1
Total Number	56	41	11
Percentages	41% *	73% **	

* Based on 137 who completed training course.
** Percent of total trainees completing the course who were or are Camp Fire Girls and Girl Scout volunteers.

Of the 15 former Camp Fire Girls and/or Girl Scout volunteers who did not indicate interests in jobs within one or both agencies, 11 wanted to work for agencies where they could provide direct service to the client; 1 was unavailable now because of a family emergency; 1 can work part time only; 1 will continue her education; and 1 stated she was open to consider any interesting position.

OTHER AREAS OF JOB INTEREST

At the time of filing applications, prospects were asked to indicate areas of job interest in addition to the youth field (Appendix B-2). The check list included aged, health, hospital, poverty, recreation, religious, veterans, and other services. The job preference indicator submitted during the ninth week of the course asked the applicant to name specific agencies. Comparisons of these reports revealed percentage changes of several points, most noticeably in the poverty area. Nearly three-fourths of the women accepted for the training program indicated they would be interested in working in poverty programs, but the job preference indicators showed less than one-fourth of the trainees completing the training would like to work specifically in an agency serving poverty areas solely (See Tables 19 and 20).

TABLE 19

JOB INTERESTS INDICATED ON APPLICATION FOR TRAINING - EXCLUSIVE OF YOUTH SERVICES

Program Center	Aged	Health	Hospital	Poverty	Recreation	Religious	Veterans	Other
Boston	7	8	8	19	16	6	7	3
Dallas-Fort Worth	11	14	14	19	12	12	8	11
Dayton	9	13	9	18	13	8	5	3
Denver	6	10	17	19	13	5	7	8
Detroit	13	18	17	18	16	13	8	4
San Francisco	12	11	15	18	16	12	6	9
Total	58	74	80	111	86	56	41	38
*Percent of All Trainees	39	49	53	74	57	37	27	25

* Based on 150 Trainees. There were no restrictions on the number of job interests which could be indicated.

TABLE 20

JOB PREFERENCES INDICATED BY TRAINEES IN 9th WEEK OF TRAINING EXCLUSIVE OF CAMP FIRE GIRLS AND GIRL SCOUT COUNCILS

Program Center	Other Youth Agencies	Aged	Health	Hospital	Poverty	Recreation	Religious	Veterans	Welfare Public & Private	Industry	Other**
Boston	7	1	6	2	5	-	1	1	5	-	3
Dallas-Fort Worth	12	-	3	2	12	-	-	-	5	1	8
Dayton	7	2	1	-	7	2	-	-	7	1	2
Denver	12	2	2	1	3	3	4	-	9	1	11
Detroit	14	10	9	7	1	1	-	-	6	-	11
San Francisco	6	-	1	1	3	5	-	-	13	1	5
Total	58	15	22	13	31	11	5	1	45	4	40
Percent of All Trainees*	42	11	16	10	23	8	3	.7	33	3	30

* Based on 137 Trainees who completed the course.

**Other includes Social Research; University Program Coordinator; Extension Service; International; Public Relations; Government; Library; Fund Raising; Convention Bureau; Policewoman; Adult Education; Music; University Housing; State Employment Service; Personnel; Dietetics; and Museum.

JOB PLACEMENTS

Trainees were asked to file job placement reports within ten days after accepting position (Appendix E-6). As of August 24, 1968, 40 reports had been filed by the trainees. Eighteen additional placements have been reported by the state employment services, the training coordinator, or the program liaison. Follow-up work on missing placement reports is in progress.

Fifty-eight trainees of whom two did not finish the course have accepted jobs. The largest number of the placements (21) are in councils of the sponsoring organizations.

Tables 21 and 22 show that 26 of the placements are in part-time or temporary jobs.

TABLE 21

PLACEMENT IN CAMP FIRE GIRLS OR GIRL SCOUT COUNCILS OF WOMEN WITH AND WITHOUT DEGREES

Program Center	Degree		Non Degree		Total
	Full Time	Part Time or Temporary	Full Time	Part Time or Temporary	
Boston	1	2	4	-	7
Dallas-Fort Worth	-	-	-	-	-
Dayton	-	-	3	-	3
Denver	1	1	1	-	3
Detroit	1	-	1	-	2
San Francisco	3	-	2	1	6
Total	6	3 *	11	1	21
Percent of Total	43%		67%		100%

* Two of these are currently negotiating for full-time positions, one having moved to another state because of husband's reassignment.

DEGREE AND NON-DEGREE WOMEN PLACED AND ENROLLED FOR STUDY

As shown in Table 22, the number of "degree women" placed or enrolled for study is only slightly higher than that of "non-degree women". However, the women without degrees did significantly better in proportion to their number trained.

TABLE 22

TRAINEES PLACED IN JOBS OR ENROLLED FOR DEGREE WORK

Program Center	Trainees with Degree			Trainees without Degree			Total	Percent of Total Placed or Enrolled
	Full Time	Part Time or Temporary	Study	Full Time	Part Time or Temporary	Study		
Boston	4	2	-	7	3	-	16(of 23)	70%
Dallas-Fort Worth	2	3	-	1	1	-	7(of 25)	28%
Dayton	1	1	-	7	-	-	9(of 22)	41%
Denver	3	2	-	3	-	-	8(of 21)	38%
Detroit	3	-	-	-	1	1	5(of 24)	21%
San Francisco	7	1	2	2	1	-	13(of 24)	54%
Totals	20	9	2	20	6	1	58(of 139)*	42%
Total and Percent of All Placed	31 or 53%			27 or 47%			100%	

* 137 completing course plus 1 Boston and 1 Denver trainee who accepted social service jobs after five and eight weeks of training.

AGE CATEGORIES

Thirty-eight of the 58 women placed in jobs or enrolled for degree work are 35 years of age or over. This is 66 percent of the total number placed -- 12 percent less than the percentage of such women in the total training group. Of the women employed by councils of the sponsoring organizations, 14, or 65 percent are 35 or over.

The following compilation gives a further breakdown by age groupings:

25 and under: 12 (4 in councils)
26 through 34: 8 (3 in councils)
35 through 44: 21 (8 in councils)
45 through 49: 9 (4 in councils)
50 and over: 8 (2 in councils)

ANALYSIS OF JOB PLACEMENTS AND ENROLLMENT FOR STUDY

Forty-two women, or 75 percent of those placed, are employed in community agency or social service administrative posts: They are as follows:

Camp Fire Girls and Girl Scouts	21
Community poverty programs	4
State and county welfare	3
Organizations for the blind	2
Adult Education Council	1
American Red Cross	1
Architectural society	1
Board of Education	1
Cerebral palsy school	1
Child development agency	1
Day nursery	1
Heart and cancer center	1
Jewish Community Center	1
Student league	1
Women's Job Corps	1
Y. W. C. A.	1

One department store has employed two of the degree trainees part-time to train hard-core unemployed people whom they are in the process of hiring. They are developing adult basic education material at present for beginning the classes early in September.

Two are employed in secretarial or clerical positions of social service agencies; four are employed in industrial or business positions with administrative or semi-professional status; and five are engaged in office work. Two are registered for a master's degree program and one is working for a bachelor's degree. (Table 23).

SALARY RANGES AND MEDIAN

For the twenty-nine women who listed their salaries for full-time work on the placement report, the ranges were from $4,500 to $7,800 with an average of $5,897. This is $134 higher than the average minimum requirement listed by the trainees (Table 16). The averages per center are not listed in the interest of confidentiality, but the ascending order of averages follows: Denver, Boston, Dayton, San Francisco, Dallas-Fort Worth, and Detroit.

REFERRAL SOURCES

Of the 40 women who have filed placement reports (Appendix E-6), 26 indicated that they obtained their jobs through the placement plan developed through the cooperative efforts of the state employment service and the personnel advisers of the sponsoring agencies. Six women indicated that they obtained jobs on their own initiative, two through private employment services; and two by answering a bulletin and a newspaper advertisement. The other three women's placement reports indicated their enrollment for academic study.

One woman specified that she wanted a part-time job with no evening or weekend work. She succeeded in becoming an assistant to the executive secretary of a voluntary professional organization by taking a refresher typing course. The organization has expressed interest in using the trainee's skills in a social action program. She credits the refresher typing course with "opening the door" to this opportunity.

Another trainee began as a volunteer for an organization and is now a staff member -- part time by her own preference. Still another initiated an approach to direct a day camp for an agency that had never had one before. She wrote, "Planning was something I wanted to try. Being able to have my sons work with me was a good situation." Her work won her a newspaper feature story; the photograph showed her with her three sons as "assistants."

Many trainees received job offers from councils or agencies in which they did their supervised field experience, even though there was no indication of job openings when they began their assignments. One woman wrote that she had to decline due to family obligations, but had accepted a new major volunteer role.

Other women who have not yet filed their job placement reports are known to have received job referrals through the state employment service, the training coordinator, or some other person working with the project.

TABLE 21--Page 125

Revised as of October 14, 1968

PLACEMENT IN CAMP FIRE GIRLS OR GIRL SCOUT COUNCILS OF WOMEN WITH AND WITHOUT DEGREES

Program Center	Degree		Non-Degree		Total
	Full Time	Part Time or Temporary	Full Time	Part Time or Temporary	
Boston	2	1	4	-	7
Dallas-Fort Worth	1	-	-	-	1
Dayton	-	-	4	-	4
Denver	2	-	1	-	3
Detroit	2	-	2	-	4
San Francisco	3	-	2	1	6
Total	10	1	13	1	25
Percent of Total	44%		56%		100%

TABLE 22--Page 126

Revised as of October 14, 1968

TRAINEES PLACED IN JOBS OR ENROLLED FOR DEGREE WORK

Program Center	Trainees With Degree			Trainees Without Degree			Total	Percent of Total Placed or Enrolled
	Full Time	Part Time or Temporary	Study	Full Time	Part Time or Temporary	Study		
Boston	6	1	-	7	4	-	18(of 23)	78%
Dallas-Fort Worth	3	2	1	1	2	-	9(of 25)	36%
Dayton	1	1	-	8	-	-	10(of 22)	45%
Denver	3	2	-	3	-	-	8(of 21)	38%
Detroit	5	-	-	1	1	2	9(of 24)	38%
San Francisco	10	1	2	2	1	-	16(of 24)	67%
Totals	28	7	3	22	8	2	70(of 139)*	50%
Total and Percent of All Placed	38 or 54%			32 or 46%			100%	

* 137 completing course plus 1 Boston and 1 Denver trainee who accepted social service jobs after five and eight weeks of training.

TABLE 23 -- Page 129
Revised as of October 14, 1968

PLACEMENT OF DEGREE AND NON-DEGREE WOMEN BY CLASSIFICATION OF JOBS

Program Center	Administrative Roles in Social Service - Voluntary and Public		Secretarial or Clerical Social Service		Administrative or Semi-Professional in Industry		Clerical		School		Total
	Degree	Non-Degree	Degree	Non-Degree	Degree	Non-Degree	Degree	Non-Degree	Graduate	Undergraduate	
Boston *	7	6	-	1	-	1	-	3	-	-	18
Dallas-Fort Worth* *	3	1	1	1	2	-	-	-	1	-	9
Dayton	1	7	-	-	1	-	-	1	-	-	10
Denver	5	2	-	-	-	1	-	-	-	-	8
Detroit	4	2	-	-	1	-	-	-	-	2	9
San Francisco	10	3	-	-	-	-	1	-	2	-	16
Total	30	21	1	2	4	2	1	4	3	2	70
Percent of Placements***	43%	30%	13% degree; 14% non-degree								100%

*One has changed from Clerical to Social Service job.
**One left Social Service job to study for MSW degree

***Based on 139 trainees - 137 completing course plus 1 Boston and 1 Denver trainee who accepted social service jobs after five and eight weeks of training.

TABLE 23

PLACEMENT OF DEGREE AND NON-DEGREE WOMEN BY CLASSIFICATION OF JOBS

Program Center	Administrative Roles in Social Service - Voluntary and Public		Secretarial or Clerical Social Service		Administrative or Semi-Professional In Industry		Clerical		School		
	Degree	Non-Degree	Degree	Degree	Degree	Non-Degree	Degree	Non-Degree	Graduate	Under-graduate	Total
Boston	5	6	-	1	-	1	1	2	-	-	16
Dallas-Fort Worth	3	1	-	1	2	-	-	-	-	-	7
Dayton	1	6	-	-	1	-	-	1	-	-	9
Denver	5	2	-	-	-	1	-	-	-	-	8
Detroit	3	-	-	-	1	-	-	-	-	1	5
San Francisco	7	3	-	-	-	-	1	-	2	-	13
Total	24	18	-	2	4	2	2	3	2	1	58
Percent of Placements*	43%	32%	12.5% each degree and non-degree								100%

* Based on 139 trainees - 137 completing course plus 1 Boston and 1 Denver trainee who accepted social service jobs after five and eight weeks of trainign.

TIME REQUIRED FOR FINDING JOBS

There are insufficient data to determine the time required to obtain jobs, but it appeared that many trainees were unable to begin jobs as soon as they would have liked. State employment services report that a number of agencies have indicated interest in trainees if they have degrees, but that they had to await release of funds probably in the fall months. The employment services are following up with these agencies.

A few trainees report discouragement. Among their comments: "no job offers, competing with graduate social workers" and "so far, no one has come knocking on my door asking me to go to work. I expect some help in this area." Those who wrote of being particularly discouraged appear to be about equally divided between degree and non-degree women. None reporting discouragement ranked in the high potential success category of trainee performance.

There are apparently some women who are waiting for the "right job," Best estimates are that there are at least 35 women who, by preference, are waiting until the fall months to seek employment.

REASONS FOR CHOICE OF JOBS

The women cited a variety of reasons for their choice of jobs. "I feel this... will have more of a challenge" one woman wrote, and "(I will) still be able to continue the type of work I enjoyed as a volunteer", another said she chose employment close to the college so she could finish her degree. Other reasons given included: "best paying and needed a position"; "a new work experience opportunity which sounded interesting with persons I liked" -- "appears to have more promise of helping those less fortunate than I" -- "it was one I felt I would enjoy and had thought (mistakenly) would pay enough to live on fairly well" -- "because I am interested in working with youth and effecting good youth-adult relationships."

SOME POST-PLACEMENT COMMENTS ON THE TRAINING

"Increased self-confidence", the "opening of the employer's door", and "never would have considered a job of this type" were the major reasons why trainees placed in jobs believe that the training program helped them get their jobs. Other responses were: "gained self confidence and exposure to current problems, which enable me to meet and speak to the public" -- "gave me confidence to look for work after not working for so long" -- "a bridge to being out in the community" -- "it opened the doors otherwise closed because of lack of degree," and "gave me the opportunity to accept a new challenge."

CHAPTER VIII

There is to be a six-month follow-up on trainees whose program has been completed six months or more before the end of the budgetary period. According to the present schedule, such follow-up will be possible in three of the six programs. An effort is to be made to isolate factors which appear to contribute to the success or lack of success of non-college graduates by comparison with college graduates. An attempt is to be made to determine if further specialized help might result in improved performance.

A six-month and a one-year follow-up are recommended; however, it is not feasible at this time to make specific arrangements for the complete follow-up study. It can be expected that in the absence of some other orderly arrangement, the sponsoring organizations will undertake studies under their auspices for their own use.

--PROPOSAL, dated June 6,1967, p.14

FOLLOW-UP STUDY

FOLLOW-UP PLANS

When the plans were formulated for the training programs, it was expected that there could be a six-month follow-up study for those whose training had been completed six months or more. The schedule, as originally conceived, would have made such study possible for approximately one-third to one-half of the trainees.

Since the first program was not completed until March 7, 1968, this could not be accomplished within the project period.

The sponsoring organizations were to consider follow-up studies, but heavy schedules of in-service training and staff vacations in the months of June, July and August, together with vacancies in some key positions, have not made it possible to get the planning underway. Thses plans are expected to be considered in September, 1968.

CONTINUATION OF REFERENCE SERVICE

The Office of the Director of Personnel and Training, Field Services Division, Camp Fire Girls, Inc., has agreed to continue the reference service for prospective employers and to handle other details after the project office closes on August 31.

A letter including a duplicate placement report (Appendix E-6) has gone to each trainee, advising her of the continued referral service and asking her to submit future placement reports.

CHAPTER IX

The Contractor will develop and maintain data necessary to administer the project soundly and to analyze and report meaningfully on the experience, problems and values of the 6 training projects separately and comparatively.

--SPECIAL PROVISIONS
Contract 82-34-68-02
Clause No. l (3)d

CONCLUSIONS AND RECOMMENDATIONS

THE NATURE OF THE CONCLUSIONS

Except in a broad sense this experimental project was not structured to the demands of scientific research. To have set up controlled situations would have necessitated a kind of centralized decision-making that is contrary to the decentralized operating methods of social service organizations and universities. Therefore, it would have decreased the applicability of the findings. It would also have lessened the possibility of making adjustments in approach as the project went along -- adjustments which themselves increased the learnings gained from the project and resulted in benefits to the trainees.

It follows that the conclusions drawn here are largely empirical. This need not make them less valid or valuable. In fact, experimentation in the social sciences can sometimes be distorted by pre-established hypotheses or controlled approaches. Such experimentation may often be sounder if it allows for maximum innovation.

There has been no effort to match recommendations to each conclusion. In general, the conclusions speak for themselves. In many instances, practicable recommendations can be developed better by people who know the circumstances and the settings in which they are to be applied.

The conclusions presented here are limited to those that relate most closely to the concerns of the Department of Labor or those of Camp Fire Girls, Inc., and Girl Scouts of the U. S. A. Hopefully, they will justify the investment made by these three agencies. It should be noted, however, that the date for the termination of the contract precluded a review of the project staff's report by the sponsoring organizations, the Labor Department, or the advisory group, prior to its submission. These agencies, therefore, may see implications and conclusions to be drawn that would seem to take precedence over those presented.

There are implications, too, for many other groups -- for example, universities interested in short-term training or institutions of any kind that are training persons from diverse backgrounds. In fact, one of the training coordinators in attempting to put into words his own convictions about the wide implications of the project, said this:

> "There are messages in this project beyond what we ever anticipated. They are there even for the husbands of the trainees, one of whom visited the program center just to see what was generating his wife's new confidence! For women there is a message that says, 'It's not too late or too difficult to get a better job or to undertake a new challenge.' There are insights for the sociologists, for teachers, for professional accreditation groups. The big message, though, is for the community at large. For within a few weeks we proved that we can get the media, the educational institution, the public agency and private organizations to attack the problem of unemployment -

not singly, but together. As a result we helped 150 women, filling vacancies that utilized their greater competencies and thereby making available some lower-level jobs to others. If we can do it, others can -- and now that we've started, we must not stop."

ADMINISTRATION

Project Staff

The project supported the fact that when more than one national organization participates in a joint project of this kind, it is essential in terms of communications and time for the project director to have ready access to persons participating in the project at all operating levels. This suggests the value of having a project staff who not only know the organizations involved, but who also understand line and staff operations and headquarters-field relationships. While the project director had such knowledge, it would be desirable for the entire staff to have at least a working knowledge of the organizations.

It is important to note that originally the organizations had felt that they needed "outsiders" on the staff to assure objectivity and impartiality in all matters. Such concerns proved to be of little importance compared to the demonstrated value of knowledge of the ways of work of the participating organizations.

Liaison Staff

It was demonstrated that in a project of this kind it is especially important to have strong liaison representatives and a good working relationship between them and the project staff. The organization personnel must be able and willing to free the project staff from hampering clearances and restrictions. They must be prepared and kept sufficiently informed (as they were in this case) to promote the organizations' interest in the project at all levels and to see that appropriate activities are carried on to the extent desirable after the project is over.

Time and Money Allotted

The time and money allotted for the project limited certain activities that might have enhanced the value of the project. Among these activities were exploring the value of available testing materials in relation to the selection process, the in-depth analysis of a number of variables (other than education) which might indicate an individual's potential for work in this field, and a follow-up study of the trainees' on-the-job performance.

Mechanics

The administrative "mechanics" involved in the project were cumbersome and time-consuming. Delays were occasioned, for example, by the time required by some of the state employment services in filing the MT-2 forms, by one university in submitting the subcontract, and by the Department of Labor in processing the subcontracts. A significant omission was the absence of detailed information via official channels to the state employment agencies participating in this atypical project.

PROGRAM CENTERS

Sites

One important factor in the design of the experiment was the distribution in size and location of the six participating areas. The wide population variance between sites such as San Francisco and Detroit on the one hand and Dayton and Denver on the other resulted in only one significant difference in carrying out the project. Because of the limited number of councils in the Denver and Dayton areas, it was impossible for them to provide the trainees with the individually supervised field experience which was desired.

The project did confirm the original assumption that a reasonably large urban area was essential to insure appropriate support from community agencies and councils, an adequate pool of candidates and proper transportation facilities. There was some indication that an area with a key city smaller than Dayton could not meet these conditions.

Training Institutions

Because the training institutions used varied approaches, methods and teaching tools, their conglomerate experiences can be useful not only to the sponsors, but also to the field as a whole. Some learnings, the sponsors indicated, had verified their recent independent studies and others are somewhat different.

The frankness with which some of the coordinators appraised their programs in retrospect was invaluable, illuminating, as it did, the errors as well as the successes. The faculties of the universities were particularly candid about their limited understanding of jobs of the type for which the training was intended. Their willingness to familiarize themselves with the nature of the positions contributed greatly to the success of the training.

State Employment Services

Once the objectives and the aims of the project were delineated for the state employment services, they provided guidance and services that contributed immeasurably to its success. Not only the employment services, but others, in many instances, were confused about the work of the two organizations. A frequent statement was, "I thought Girl Scouts and Camp Fire Girls were different age groups within the same organization." Similarly, the comment was that they thought paid staff needed recreation, not administrative, skills to work with the girls. Administrative services to adult volunteers who work directly with the girls was an unknown and little understood need. This kind of misunderstanding about the nature of the work was one of the reasons why the sponsors became interested in embarking upon a recruitment and pre-employment training program.

The state employment services are to be commended for their efforts and support of the program. A better understanding now exists among the participating groups and many other community agencies of the work and services provided by the employment services. Likewise, the employment services welcomed and took advantage of the opportunity to learn more about this field of work. It is reasonable to expect that for these six geographic locations increased use of this agency will be made by the voluntary community organizations.

Acceptance Within Communities

It was obvious that the success of this project was much greater than anticipated by many, especially men who questioned the ability of women to work together in such an endeavor. Significant public relations value accrued to the sponsors and their local councils for recognizing a need and attempting to meet it through cooperative efforts.

Participating Councils and Agencies

The 143 field supervisors are the "unsung" heroes and heroines of the Project. They contributed their services in shepherding one or more of the trainees for a period of four to five weeks without additional compensation. They did this with minimal recognition and without much direct communication, if any, with the project or the university faculty. Much credit goes to the executive directors of all participating councils and agencies for their flexibility and cooperation in fitting this added responsibility into already filled calendars and in encouraging staffs to give the project their support. In any future venture of this kind the contribution of the field supervisors would be greater if they were briefed more adequately on the purpose of the project and the nature of the training given.

RECRUITMENT OF TRAINEES

Newspaper coverage emerged as the most effective medium for "getting the message through" to the group selected as trainees. It was obvious that the announcement of the program by Secretary of Labor W. Willard Wirtz, helped greatly both in winning media coverage and in attracting the eye and the ear of the potential candidate. This seemed a contradiction of the popular notion that personal contact is "the best way." However, an observation of this kind must be qualified because the use of personal contacts, college placement offices, and certain other sources were admittedly limited by lack of time.

It appears that the non-white can be more easily reached through newspaper columns than through personal contact. Particular efforts were made through personal contacts in five program centers, with only limited success. (Incidentally, five of the 21 already accepting jobs in the councils of the sponsors are from the non-white category).

Some confusion arose in the initial newspaper coverage from use of local tie-ins which resulted in misinformation and lack of clarity about sources of further information. This could have been overcome if the first release had carried a "flag line" on the source of additional information, i.e., the name and address of the project office.

It would appear that news stories featuring the field (or district) director or adviser in daily or weekly newspaper columns might stimulate interest among women in jobs of this type. Such a project story seemed to have this effect in some areas; executive directors told of receiving inquiries from women whom they described as qualified to begin jobs without pre-employment training. Interested women repeatedly stated that they did not know such jobs existed.

TRAINING METHODOLOGY

As is indicated in the data and the accompanying chart of trainee reactions to training methodology (Chapter V), the group dynamics phase of training was considered a highly beneficial aspect of the training activity. The only program which exhibited limited reaction and benefit from the group dynamics phase was in San Francisco; here work groups or committees were used to introduce the democratic process rather than the patterns common to group dynamics in its purer sense. The evaluation meeting of training coordinators clearly brought out the fact that activity akin to sensitivity training was especially valuable in the initial week of classroom work; it was apparently unusually effective in breaking down trainee reserve resulting from the diverse backgrounds of the group and the lack of exposure, or of any recent exposure, to the classroom setting.

Where the lecture method was used extensively, it, too, was readily accepted by the trainees. No effort was made to correlate written reactions to methodology with the ages of the trainees. However, the Project Director, during her visits, observed less enthusiasm for lectures among the younger trainees, who indicated that the lecture content too frequently duplicated what they had already been taught. Reactions to observation visits were less favorably received, seemingly because in most cases too much time was given to them. It would appear in retrospect that it would have been better for a trainee to have had observation and field work in one agency and then, after this exposure, to have observed other agencies. In this way the individual could have had a frame of reference upon which to base her learnings. She seemed in most cases to be unable to distinguish or verbalize the differences in operations between the Camp Fire Girls and Girl Scout Councils. Even though informed otherwise, a number of outside agencies perceived the trainees as preparing for volunteer roles.

Observation experiences in San Francisco seemed to be the most meaningful. This may have resulted because of the diversity of the experience and the requirement of written assignments about them, both of which provided a basis for analysis. However, it is interesting to note that these trainees' reactions to written work and study assignments were generally negative.

Reactions to the supervised field experience was somewhat less satisfying than anticipated. It would appear that the "reality activity", coming as it did after a period of active class participation and stimulating lectures, was difficult to adjust to. This may have been attributable in part to the fact that the trainee now was in a situation of individual indentity and was having difficulty relating her learnings to the "world of work." The demands of the job turned out to be greater than they had been led to anticipate. However, it is encouraging to note that, despite the lack of satisfaction which their responses indicated, 75 percent of the women could see themselves as future community agency administrators.

The supervised field experience was more readily received by those trainees who were assigned to councils or agencies where they worked on a one-to-one basis throughout the four-week period. Councils which, out of choice or necessity, altered this plan recommended, almost without exception, the one-to-one relationship in future programs.

It was interesting to note that many trainees thought the supervised field work experience too long, while the majority of councils expressed the reverse concern. The trainee who could not complete an assignment or was not sufficiently active in a working situation seemed to have the greater frustration.

It is possible that the trainees' more positive acceptance of field work in San Francisco could have resulted from the work group and committee-process orientation in the classroom which were negatively received. They complained about the length of time required to accomplish goals.

Learnings from these training experiences might throw light on reasons for job turnover. Initial job frustrations may well account for more resignations than more acceptable "reasons" cited for quitting after a brief period on the job.

Definitive conclusions on effectiveness of training methods must of necessity await follow-up studies. Six months to a year on the job might bring quite different trainee responses.

JOB PLACEMENTS

In view of the interest expressed by community agency personnel at the mid-term receptions, there were less actual job listings officially on file at the end of the training than expected. This seems to be attributable in part to lack of anticipated funds or to the fact that agencies did not feel it possible to lower their educational minimums. Some trainees reported that they could not afford the time required by community agencies for decisions and had to seek jobs in other fields where placement could be immediate.

THE TRAINEE

Degree and Non-Degree Women

This project has demonstrated that womanpower is available among both degree and non-degree women for jobs in organizations like the sponsoring groups. The non-degree women seemed to be more readily recruited and more likely to accept jobs within the framework of existing working conditions. The study would seem, though, to indicate that the degree woman is more likely to succeed and become more immediately productive on the job (Table 13). However, both the training coordinators and the field supervisors indicated that many of those not rated as "reasonable" or "high potential" were showing improvement. It is possible that a longer course, perhaps the 15 weeks originally conceived, would have provided more practicable base for improvement and for drawing conclusions.

Two state employment services noted that a number of women had secretarial and clerical skills which they would be willing to use if some specific plan were developed whereby they could progress from the clerical echelon into administrative or professional levels. A woman is often hesitant about taking such a job because it too often becomes a "dead end" and is below her potential level of competence. Another observation by the employment service was that some of the women, especially those without degrees who cannot qualify by agency standards, might be valuable staff additions if there were an echelon between clerical and professional.

The ability of the non-degree woman to function alongside the woman with a degree will have to wait a study of on-the-job progress. Likewise, their acceptability within organizations will require further follow-up. With 18 non-degree women already in community agency jobs and additional women expected to be employed during the fall of 1968, it is expected that there will be a sufficient sample to draw some tentative conclusions.

THE FUTURE OF PRE-EMPLOYMENT TRAINING

With less than a 10 percent "drop out" and minimal absenteeism (often in inclement weather), it would seem that women wishing to return to the world of work or needing supervised work experience will undertake a 10-week program without pay and with no job guarantee. Many of these women would have taken the training without the transportation and/or training allowance. Some others had to turn down the opportunity because they could not qualify for allowances to cover "baby sitting" fees. The effectiveness of such a program is substantiated by the fact that 42 percent have already taken jobs, and reference inquiries indicate that a sizeable number of the remaining trainees are still looking for suitable opportunities. A great number of them acknowledged that they would not have applied without the pre-employment training. The greatest single factor, aside from job skills, that women in these categories need to get a job is the restoration of self-confidence. Many reported that the training gave them the courage to go out to get a job. Another statement frequently made was, "I would never have thought of applying to Camp Fire Girls, Girl Scouts, or a community agency for a job."

Offering programs of this type in communities of sufficient size to have adequate teaching and training resources and job opportunities would seem to merit consideration of community agencies. Efforts of such agencies might go a long way toward utilizing the womanpower within a commuting radius so that jobs would not go unfilled. The experiment would seem to bear out the fact there are many women who will work within the immediate area but who cannot, or will not, relocate.

RECOMMENDATIONS

Some recommendations that may be of use to the sponsoring groups are given below:

--That the Department of Labor, the Camp Fire Girls, Inc., and the Girl Scouts of the U. S. A. join in a follow-up study of the long-term work progress of trainees completing the training, and that such a study be undertaken early enough to take advantage of the trainees' agreement to cooperate in studies for a period of one year after the training period.

--That, if the Labor Department does not take action in line with the previous recommendation, the sponsoring organizations undertake such a study, either singly or together, of the trainees employed by their organizations, and, further, that they evolve a plan for adapting this kind of pre-employment training to the needs and resources of their organizations and others like them. In following up on trainee progress, it is suggested that the organizations consider the use of taped, in-depth, non-structured interviews. It is also suggested that, if the study favors comparable training in the future, local health and welfare councils (or other groups concerned with the total social service structure) be encouraged to sponsor the training.

--That the Women's Bureau of the Department of Labor and the Sponsors jointly explore ways by which they might disseminate information so that women can better understand opportunities that are open to them in the community agency field, particularly in youth agencies.

--That the Sponsors join in looking for newsworthy features that might be suggested to daily and weekly newspapers telling the story of what field and administrative staff do in their councils and in other like groups.

--That the Sponsors and other community agencies continue with renewed vigor to acquaint state employment services and school counselors on all levels with their job opportunities and requirements. Also, that an effort be made to reach beyond the college or university counselor to acquaint faculty in the social sciences in the hope that appropriate courses might be added to the regular or extension curricula. This is a special request and interest of the regular council staffs.

--That, in any comparable project in the future, knowledge of participating organizations be a prime requisite for project staff and that particular attention be given to having a director who is comfortable with line-staff and headquarters-field relationships.

--That consideration be given in similar programs to having an additional staff member whose primary responsibilities would be giving consultative services to the field supervisors. She could serve as a closer link between the training coordinator, the trainees, and the field personnel.

--That if a program of this nature is repeated, a workshop of at least one day be held, as suggested by the training coordinators, to prepare field personnel for their supervisory roles. This would make it possible to minimize the communications loss which results when information is passed along through one level to another level. The written guidelines did not seem to reach all supervisors and some seemed to interpret them more rigidly than was intended.

--That the Sponsors consider developing guidelines that would help councils in conducting observation or field training opportunities for similar programs in which they might be invited to participate.

--That the Sponsors explore ways by which sensitivity-type training can be more closely identified with the first days on the job so that transition from the formal training to the job can be more immediately meaningful.

APPENDIX A

JOB DESCRIPTIONS

CAMP FIRE GIRLS, INC. FIELD DIRECTOR

OBJECTIVE: To provide professional leadership through service to leaders and to any committee-related work as assigned by:

seeing that volunteers are actively involved in line with Camp Fire Girls philosophy of volunteer participation;

understanding the total community within which she works; and

giving the stimulation and vision which will enable the greatest number of girls to be reached with a program of high quality relevant to their current needs and interests

Accountable to and under the supervision of the executive director or district director, the field director carries responsibility for:

SERVICE TO GROUP LEADERS

Advises and consults, giving help and training to leaders of all program levels by:

- conducting individual and group conferences on program, leadership role and methods, problems
- visiting group meetings when necessary
- keeping informed about program resources available in the community, council, and from national headquarters, and helping leaders to make effective use of these with their groups
- promoting Camp Fire Girls activities and encouraging leaders and groups to participate in these
- attending and assisting with district-wide or council-wide program events

LEADERS ASSOCIATION

Advises and consults with the chairman on:

- setting goals for the year and making a plan for carrying them out
- planning programs for association meetings (she attends all of these)
- ways in which she may contribute to the leaders association meetings through speaking or participating in training

- promoting a cooperative working relationship between committees of the district (or board of directors) and the leaders association
- evaluating meetings

MEMBERSHIP GROWTH

Works with group organizers in organizing and maintaining groups at all program levels in a constant effort to promote membership growth by helping them to:

- conduct meetings with school and religious authorities, mothers' groups and others
- recruit sponsors, leaders and girl members
- recruit new sponsors and leaders for organized groups when necessary
- make certain that all active groups are registered
- reactivate groups whenever possible

TRAINING

Promotes all training opportunities for leaders and sponsors

Participates in orientation sessions for new leaders and sponsors and in training courses and workshops for new and experienced leaders and sponsors

Assists in the training of trainers as assigned

CAMPING

Interprets and promotes the total camping program - day, group, resident

Advises and consults with leaders on plans, program, and evaluation of group camping

Works with day or resident camping operations as assigned

COMMUNITY RELATIONS

Represents Camp Fire Girls in all her work contacts, and in community meetings as assigned

Interprets organization's program, policies and practices to all groups with which she works in Camp Fire Girls and in the community

COMMITTEES

May be assigned to work with a committee of the district or a board committee in which case she advises and consults with the chairman on:

- setting of committee goals, priorities, and plans for committee operation during the year
- recruitment, appointment and training of members of the committees
- making agendas for committee meetings (she attends all of these)
- formulation and presentation of recommendations on policy, practices and program activities to be submitted to the district director or board of directors
- evaluating the work of the committee

PARTICIPATION AS A STAFF MEMBER

Sets personal goals toward increasing skills needed in her work

Prepares for and participates in staff meetings and conferences with her supervisor

Keeps her informed of any developments which might require her attention or consultation, and makes periodic reports to her supervisor

Keeps informed about the total operation of the council and her role in supporting the council and achieving its goals

Serves as a resource to supervisor on training needs and on leaders, sponsors, parents, who are potential committee members or officers

MINIMUM REQUIRED QUALIFICATIONS

Bachelor's degree, plus
Leadership ability shown in camp counseling, campus activities, or work experience

CAMP FIRE GIRLS, INC. DISTRICT DIRECTOR I
ALSO CARRYING RESPONSIBILITIES RELATED TO LEADERS AND SPONSORS

OBJECTIVE: To provide professional leadership to the district committee and its committees, to leaders, sponsors, and leaders association in the development, operation, and acceptance of the Camp Fire Girls program throughout the district by:

seeing that volunteers are actively involved throughout the district operation in line with Camp Fire Girls philosophy of volunteer participation;

understanding the total community within which she works; and

giving the stimulation and vision which will enable the district to move forward in line with council goals to the end that the greatest number of girls in the district are reached with a program of high quality relevant to their current needs and interests

Accountable to and under supervision of the executive director, the district director carries responsibility for:

DISTRICT COMMITTEE

Advises and consults with the district chairman on:

- setting annual district goals, within approved council goals, determining priorities, and making a plan for carrying them out
- appointment of chairmen for committees of the district and the training of all district committee members
- making agendas for district committee meetings (she attends all of these)
- plans for the annual meeting of the district
- relationships with the council including reports to the board of directors, service request to the finance committee, participation in councilwide activities
- methods of keeping open two-way communication between the district and the council
- special district events
- implementing council's plan for fund raising within the district
- evaluating the district committee's work

Works with chairmen of committees of the district providing advice, consultation, and direct leadership and follow-up as necessary on:

- setting committee goals within district goals, priorities, plans for committee operation during the year
- recruiting, appointing and training of members of the committees
- making agendas for committee meetings (she attends whenever possible)
- formulating and presenting recommendations on policy, practices, and program activities to be submitted through the district committee, and to the board of directors
- evaluating the work of each committee

CAMPING PROGRAM

Interprets and promotes the total camping program - day, group, resident

Works with day, group or resident camping operations as assigned

LEADERS ASSOCIATION

Works with the Leaders Association chairman on:

- setting goals for the year and making a plan for carrying them out
- planning programs for association meetings (she attends whenever possible)
- ways in which she may contribute to the leaders association meetings through speaking or participating in training
- promoting a cooperative working relationship between committees of the district and the leaders association
- evaluating meetings

GROUP LEADERS OF ALL PROGRAM LEVELS

Advises and consults, gives help and training to leaders by:

- conducting individual and group conferences on program, leadership role and methods, problems
- visiting group meetings when necessary
- keeping informed about program resources available in the community, council, and from national headquarters, and helping leaders make use of these with their groups
- promoting Camp Fire Girls activities and encouraging leaders and groups to participate in these
- attending and assisting with district-wide program events

CONTRIBUTION AS A PROFESSIONAL STAFF MEMBER

Sets personal goals toward increasing skills needed in her work

Prepares for and participates in staff meetings and conferences with her supervisor

Keeps executive director informed about district needs, problems, accomplishments, and any factors in the community that might have an influence on Camp Fire Girls program, progress and development

Interprets Camp Fire Girls program and national and local council policies and recommended practices to all groups with which she works

COMMUNITY RELATIONS

Represents Camp Fire Girls in all her work contacts, and in community meetings as assigned

Interprets agency's program, policies and practices to the total community

MEMBERSHIP GROWTH

Works with group organizers in organizing and maintaining groups at all program levels in a constant effort to promote membership growth by helping them to:

- conduct meetings with school and religious authorities, mothers groups
- recruit sponsors, leaders and girl members
- recruit new sponsors and leaders for organized groups when necessary
- make certain that all active groups are registered
- reactivate groups whenever possible

MINIMUM REQUIRED QUALIFICATIONS

District Director

Bachelor's degree, plus
Two years satisfactory experience as field director, or
Two years satisfactory professional experience in related agency, or teaching, or
Four years satisfactory business experience in a field which emphasizes public relations, plus volunteer experience

OR

Master's degree in Social Work, Guidance, Adult Education, or related field, plus
One year satisfactory experience as a field director, or
One year satisfactory professional experience in related agency, or teaching, or
Two years satisfactory business experience in a field which emphasizes public relations, plus volunteer experience
If Master's degree has involved related supervised field work, such field work is acceptable in lieu of a comparable period of work experience.

GIRL SCOUTS OF THE UNITED STATES OF AMERICA

FIELD ADVISER OR DIRECTOR

GENERAL STATEMENT OF RESPONSIBILITIES

Provides professional service and advice to neighborhood chairmen and other members of neighborhood service teams in assigned neighborhoods, and to district chairmen in assigned districts. Plans and conducts certain training events and carries out other duties as assigned, such as camp director, adviser to committees. The primary purpose of this position is to help neighborhoods give effective service to troops.

AUTHORITY AND ACCOUNTABILITY

Is accountable to and receives general supervision from the field staff supervisor. Is authorized to take any action necessary to carry out assigned duties within the framework of the council's policies, plans and budget.

PRINCIPAL DUTIES

I. Provides professional leadership, advice, and assistance to the chairmen in assigned neighborhoods.

   A. Advises and assists the neighborhood chairman to:

      1. Assess strengths and weaknesses of troops in neighborhood;
      2. Develop plans for providing primary services to all troops;
      3. Identify needs for supporting services, and advise in use or request of these services.

   B. Advises and assists the neighborhood chairman in the recruitment, selection, placement, guidance and direction of neighborhood service teams and other neighborhood personnel.

   C. Assists the neighborhood chairman with plans for neighborhood meetings, e.g., agenda items, information and materials needed.

   D. Attends and participates in neighborhood service team meetings, to provide information, clarify issues, suggest alternate solutions to problems, etc.

   E. Attends and participates in neighborhood association meetings when needed and as schedule allows, to provide information, clarify issues, suggest alternate solutions to problems, provide training or lead discussion.

F. Assists the neighborhood chairman to evaluate neighborhood service teams and neighborhood association meetings in relation to their purpose, plans, and objectives.

II. Provides professional leadership, advice, and assistance to the troop consultant(s) and troop organizer(s) in the performance of their jobs.

A. Encourages participation in regularly scheduled training course, conference training, and workshops.

B. Develops and carries out plans for providing on-going help to team members especially to the troop consultants.

C. Advises and assists team members in troop organization and registration.

D. Gives advice and assistance in all other aspects of the team members job as needed.

III. Provides professional leadership, advice and assistance to the district chairman in assigned districts.

A. Assists the district chairman in analyzing total needs for primary and supporting services in the district, and the progress, problems, strengths and weaknesses of the neighborhood.

B. Advises and assists the district chairman in making reports.

C. Helps the district chairman to plan and evaluate district meetings.

D. Advises and assists the district chairman in all other aspects of her job.

IV. Plans and conducts assigned training events within the framework of objectives and outlines provided by the training committee.

A. Makes arrangements for equipment needed, special materials, etc.

B. Coordinates plans with co-trainer.

C. Keeps records such as attendance records and evaluation reports.

D. Seeks advice and direction from director of volunteer personnel when necessary.

V. Develops plan of work and submits to field staff supervisor; develops long term expectations for neighborhoods assigned.

VI. Keeps field staff supervisor informed of status and progress of work assigned. Seeks guidance and direction as needed.

VII. Prepares for and participates in regular supervisory conferences. Participates in periodic appraisals of assigned work.

VIII. Prepares reports and maintains appropriate records.

IX. Participates in professional staff meetings.

X. Attends meetings (field, board, council, etc.) when assigned.

XI. Represents the council at community meetings and events when assigned.

XII. Attends national, regional, or intercouncil events as assigned.

XIII. Performs other duties when assigned (such as camp, annual meeting, adviser to board committee, etc.)

QUALIFICATIONS

Belief in the aims and purposes of the Girl Scout organization and a willingness to subscribe to the principles expressed in the Promise and Laws.

Knowledge of the Girl Scout program or willingness to learn.

Bachelor's degree preferably in the field of social science or education.

At least two years experience at a professional level in a volunteer, governmental, or education agency. Experience in planning and implementing an educational or recreation program, an asset.

Ability to analyze, plan, advise, supervise and evaluate.

Ability and skill to work with adults individually and in groups.

Evidence of versatility and adaptability combined with a capacity to understand and work with different groups.

Ability to make concise written and verbal reports, to convey ideas and interpret to different audiences.

Previous experience in Girl Scouting desired.

Good physical and emotional health.

OTHER COMMUNITY AGENCIES

FIELD REPRESENTATIVE OR DIRECTOR (titles vary among the organizations): Works with committee chairmen of volunteer groups; helps supervise office staff; assists with recruiting, training, and promotion of programs in specific geographical areas.

APPENDIX B-1

RECRUITMENT BROCHURE

In the Boston area the training will be held January 2 through March 8, 1968* with classes at Boston University and supervised field experience in Camp Fire Girls and Girl Scout councils within commuting distance of Boston.

---

* classes Saturday, January 6 in lieu of January 1

YOUR APPLICATION CARD

Place
5¢
Stamp
Here

Experimental Project
for Administrative Trainees
P.O. Box 391
Back Bay Annex
Boston, Mass. 02117

In the State of Texas training will take place January 29 through April 5, 1968 with classes at Southern Methodist University in Dallas and supervised field experience in Camp Fire Girls and Girl Scout councils of Dallas and Fort Worth.

YOUR INTERVIEW REQUEST FORM

MAIL IT TODAY!

Place
5¢
Stamp
Here

Experimental Project
for Administrative Trainees
P.O. Box 2997
Dallas, Texas 75221

In the San Francisco area the training will be held February 12 through April 19, 1968 with classes at San Francisco State College and supervised field experience in Camp Fire Girls and Girl Scout councils within commuting distance of San Francisco.

YOUR INTERVIEW REQUEST FORM

Place
5¢
Stamp
Here

Experimental Project
for Administrative Trainees
P.O. Box 91
Los Altos, Calif. 94022

CAMP FIRE GIRLS, INC. AND
GIRL SCOUTS OF THE U.S.A.

CAMP FIRE GIRLS, INC. AND
GIRL SCOUTS OF THE U.S.A.
Co-sponsors
in cooperation with
U. S. Department of Labor

In the State of Colorado training will take place February 26 through May 3, 1968 with classes conducted in Denver by the University of Colorado and supervised field experience in Camp Fire Girls and Girl Scout councils in the Denver area.

YOUR INTERVIEW REQUEST FORM

MAIL IT TODAY!

Place
5¢
Stamp
Here

Experimental Project
for Administrative Trainees
P.O. Box 31205
Aurora, Colorado 80010

In the State of Michigan training will take place April 1 through June 7, 1968 with classes conducted in Detroit by the University Center for Adult Education and supervised field experience in Camp Fire Girls and Girl Scout councils within commuting distance.

YOUR INTERVIEW REQUEST FORM

MAIL IT TODAY!

Place
6¢
Stamp
Here

Experimental Project
for Administrative Trainees
65 Worth Street
New York, N.Y. 10013

Detroit Program

In the State of Ohio training will take place April 8 through June 14, 1968, with classes conducted in Dayton by Antioch College and supervised field experience in Camp Fire Girls and Girl Scout councils in the Dayton area.

YOUR INTERVIEW REQUEST FORM

MAIL IT TODAY!

Place
6¢
Stamp
Here

Experimental Project
for Administrative Trainees
P.O. Box 505
Dayton, Ohio 45401

LOOKING
FOR AN
OPENING
IN
COMMUNITY
CAREER
CIRCLES
?

Here's a
Wedge
for
you

Experimental Project
for Administrative Trainees
Sponsored by
CAMP FIRE GIRLS, INC.
and
GIRL SCOUTS OF THE U.S.A.

. . . a fast-paced training program that may be just what you need to prepare for a new career: right in the middle of community service circles.

The official title is long–Experimental Project for Administrative Trainees, but the course is short–10 weeks.

It starts in this area soon, co-sponsored by Camp Fire Girls, Inc., and Girl Scouts of the U.S.A., in cooperation with the U.S. Department of Labor.

The program has a very special design for 25 very special women–one could be you. So, if you've been interested in the rewarding work of helping others but have shied away from applying for such a job because you felt you couldn't qualify, now perhaps you can.

Jobs are available, waiting for intelligent, alert women to fill them.

AM I ELIGIBLE?

You may be if:

- you have a "dusty" college diploma and would like to begin or resume a career now that family and home responsibilities have eased.
- you lack a degree but have the capacity for college-level work and have demonstrated your ability to assume administrative responsibilities, either as a volunteer or in the business world.
- you have a college degree and have been marking time in a humdrum job, hoping for something more exciting to come along.
- you have a brand new diploma but, without experience, have been unable to obtain a job in this service-oriented field.

WHAT WILL I LEARN?

The know-how to function effectively in an administrative job. The course isn't the "snap" variety. It will require effort and home study on your part. But you won't be bored.

There'll be classroom instruction intermixed with in-the-field observation and supervised work experience. Your assignment may include involvement in some evening meetings. All of this means you will learn the theories of good administration and then practice them.

In class, you will learn:

about community voluntary organizations, their functions, and how to use this knowledge effectively once you are on the job.

about the art of leadership and how you, as a potential administrator, can enable adult volunteers to reach those who want or need specialized agency service.

In the field, you will learn:

to translate the "book-learning" into action.

to maximize your potential as an individual, gaining self-confidence and poise through training, able to work in harmony with neophyte inner-city group leaders and seasoned committee heads–even to meet the Mayor and other community officials to discuss mutual local problems with ease and intelligence.

to spot problems and to become adept at suggesting solutions.

to develop recommendations and serve as consultant to Committees responsible for decisions.

to become a community leader as well as a behind-the-scene functionary, giving efficient, thoughtful support to volunteers* as they carry out the service programs in the community.

SOUNDS LIKE A BIG ORDER?

Not really, because you will be building on what you already know. Besides, you will have individualized help–a faculty counselor on campus and an understanding staff supervisor in the agency where you receive your field experience.

Later, on the job, there will be in-service training, designed for your specific assignment.

HOW MUCH WILL IT COST?

Ten weeks of your time plus, perhaps, your transportation to class and the field assignment office and your meals. There are no tuition fees. Funds have been allocated under the Manpower Development and Training Act to pay for your classroom instruction. Camp Fire Girls and Girl Scout Councils are contributing their expertise to give you solid, supervised field experience.

You may qualify for allowances under the MDTA program. Potential trainees will be referred to the appropriate office where eligibility will be determined.

WILL JOBS BE AVAILABLE?

A variety of community service agencies are continuously looking for qualified personnel. When you complete the course successfully, you will be ready for a job opportunity.

Most agencies require occasional or regular travel; either daily within community boundaries or to other areas for a day or more. You should know how to drive a car or be willing to learn. Your choice of jobs will be greater if you are willing to relocate, and if you are amenable to flexible schedules that call for some evening or weekend work.

During the training period, you will be given a chance to confer informally with representatives of community organizations, state employment office personnel and others to discuss job openings. If needed, further assistance will be available to you through the State Employment Service and personnel specialists of the sponsoring agencies.

WHAT ABOUT SALARIES?

Much depends on the going rate for administrative jobs open in the immediate area in which you will work. Your starting salary could range from $4,800 to $7,000 based on location and responsibility. In addition, you can expect to find such personnel benefits as: generous vacations, in-service training, hospitalization, sick leave, and pension plan.

IS THERE A GOOD FUTURE?

Agency work offers opportunities for in-service training and advancement. With experience, you can move up to a position of added responsibility or specialize in a field (program, public relations, finance, personnel, etc.) that interests you and for which you have training. Salaries go up as you progress on the job.

HOW DO I APPLY FOR THE TRAINING?

Turn to page 4 and you'll find a request for interview form and details of where and when the **program will start. Fill in the form and mail it TODAY as directed.**

*** the ratio — nationwide — of paid administrative personnel in Camp Fire Girls and Girl Scouts is one to every 1,100 girl members and 240 adult volunteers.**

APPENDIX B-2

INTERVIEW REQUEST, APPLICATION, REFERENCE CHECK AND INTERVIEWER'S REPORT FORMS

(Blank spaces for answers have been omitted)

INTERVIEW REQUEST FORM

Heading: I am interested in an interview as a prospective candidate for the EXPERIMENTAL PROJECT FOR ADMINISTRATIVE TRAINEES.

Personal Data: Name, including middle or maiden name, husband's name. Address. Telephone number. Status: single, engaged, married, widowed, divorced, separated. Ages of children. Number of dependents. Date and place of birth.

Driving Ability: Do you drive a car? If no, are you willing to learn to drive?

Education: When and where of high school graduation. Number of years of college completed. If Bachelor's Degree, year received.

Work History: Are you now employed? If yes, job title. Firm name and address. Notation "This inquiry will be treated as confidential. Current employer will not be contacted without your permission."

APPLICATION FORM

Heading: Application for EXPERIMENTAL PROJECT FOR ADMINISTRATIVE TRAINEES (Sponsored by Camp Fire Girls, Inc., and Girl Scouts of the U.S.A.) Note: Attach Interview Inquiry Form.

Personal Data: Name, including middle or maiden name, husband's name. Address. Telephone number. (NOTE: Review Interview Request Form and enter corrections and adjustments).

APPLICATION FORM CONT'D

Source of Project Interest:	How did you learn about the Project? Personal contact? Name? Address? Brochure? If Newspaper, Radio or Television indicate name or station. Why did news or brochure attract you? Other, specify.
Education:	Name and location of college, dates attended. Major study. Degree or credit received. Academic honors, membership in societies, special interests, campus activities. Transcript attached, if no, sent for by interviewer or by applicant and the dates, when received and attached to application form.
Work History:	Are you presently employed? If yes, date employed. Position. Present employer, address and telephone number. Name of supervisor. May we contact for reference? Other employment experience, if any, during past ten years - last position first. Dates. Company name, address, Position. Reason for leaving. Supervisor. Telephone. May we contact? If you are resuming an interrupted career, list the last job you had. Dates. Company name, address and telephone number. Position. Reason for leaving. Name, address, telephone of supervisor or person who knows of your work and who may be contacted for reference.
Volunteer Service:	Name and address of organization. Duties. Length of service. Name, address, telephone of person who may be contacted for reference. (Two blocks of questions with spaces for answers were provided, plus a notation to insert additional sheets if needed.) Summarize other community activities and volunteer experience.
Health:	Indicate state of health: excellent, good, average, fair, poor. Any special health problems?

APPLICATION FORM CONT'D

Motivation and Goals: Why are you interested in community service work? Ask Interviewer for list of cooperating councils. Indicate in order of preference those Councils most convenient for your supervised field training. In addition to the Youth Field, indicate other areas, if any, of community work that have special appeal to you now: (number in order of choice) The Aged, Health, Hospitals, Poverty Programs, Recreation, Religious, Veterans, Other. If you are interested in employment in a particular agency or agencies, please list.

Availability for Placement: After successful completion of course indicate date you are interested in starting to work.

Mobility: Would you consider relocating? Yes, no. Why? Preferred location.

Agreement to terms of Project: Since the Experimental Project for Administrative Trainees is designed to expand career opportunities for women in community social agencies, I agree if selected to assume the responsibilities as a trainee to the best of my ability. I also agree to cooperate in public relations activities, permitting the use of my name and/or photograph, without financial remuneration; and to furnish reports requested of me during the training period and for one year thereafter. I further authorize my employer or employers, upon request from the Project Director, to release to her a report of my work performance at six-month and one-year intervals. I understand that these reports are solely for the purpose of evaluating the effectiveness of the Project.

__________ Date

______________________________ Signature of Candidate

REFERENCE CHECK FORM

Heading:	Applicant's Name. Location (City).
Reference Source:	Reference requested from: Name, Telephone number, Title, Organization.
Capabilities:	Would you recommend applicant as having potential to successfully complete proposed training? Would you recommend applicant as having potential to succeed in community service work?
Scoreboard:	Check column which best describes REFERENCE'S impression of candidate: Excellent, Average, Satisfactory, Not Observed. Categories: Appearance. Ability to work with others. Capacity for leadership. Dependability. Health. Potential as supervisor. Resourcefulness. Other comments. Would you hire her if you needed an employee? If no, why? (Above questions asked only as needed to satisfy inquirer.)
For the Record:	Signature of inquirer, title, date.
Disposition of Forms:	Both INTERVIEWER'S REPORT AND REFERENCE CHECK were attached to completed APPLICATION FORM.

INTERVIEWER'S REPORT FORM

Heading:	Applicant's Name, Date, Location (city) of interview.
Scoreboard:	Your impressions of candidate (check one): Excellent, Good, Average, Fair, Poor, Comments. Categories: Ability to Complete Course. Ability to Comprehend Job. Appearance. Conversational ability. Friendliness. Personality. Physical and emotional health. Poise and manners. Potential to do job. Receptivity. Stability.

INTERVIEWER'S REPORT FORM CONT'D

Recommendations:	Do you recommend her for participation in the training program? Give details. Number of references checked. Give summary.
Acceptability:	If she had this training would you recommend her for a job in your organization? Accepted. Letter sent, date. Not accepted. Letter sent, date and letter number. Indicate any follow up. Signature and title of interviewer.

APPENDIX B-3

PRIMARY LIAISON REPORT FORM

(Blank spaces for answers have been omitted)

PART 1 (four pages with tabulation chart)

Heading: Primary Liaison Report, EXPERIMENTAL PROJECT FOR ADMINISTRATIVE TRAINEES, Sponsored by Camp Fire Girls, Inc., and Girl Scouts of the U. S. A.

Identification: Name of area program. Primary responsibility carried by name of organization. Name of person or persons reporting, title or titles.

Recruitment Techniques: Date active recruitment started. Describe how. BROCHURES: Bulk distribution from Project Office. Bulk distribution by Liaison -- over 10 indicate name, title and office. Prospect list for mailing brochures was compiled from following sources: indicate number in parenthesis after source. MEDIA PROMOTION: Describe, give dates, attach clippings, if available. Describe contacts made by you or at your direction--indicate in person, writing. Indicate improvements or alternative methods, if any, that might have made recruitment more effective.

Interviewing Techniques: Give names and titles of interviewers for Camp Fire Girls, Inc., and Girl Scouts of the U.S.A. Describe where and how interviewing was handled. Give evaluation re: coordination, interviewing procedures, etc. Indicate improvements or alternative methods, if any, that might have provided for more efficient procedures. Tabulation Chart: interviews conducted, give numbers: date, total, by Camp Fire Girls, Inc., by Girl Scouts of the U. S. A., recommended by interviewer, recommended if room, not recommended, prospect declined, degree, college but no degree, no college, ages -- under 35, 35-49, over 50.

Selection Techniques: Describe procedure used. Give evaluation re: coordination, selection procedures, etc. Indicate improvements or alternative methods, if any, that might have provided for better selection. Number selected. Number declined after receiving acceptance letter. Reasons for declining, if known, also number of each. Number of no responses to acceptance letter. Was there follow up to no response? If so, describe. Number of "no shows" for training. Describe follow up and reasons, indicate by name. What was done about filling vacancies because of "no shows." Should "no show" plan have been handled differently, if yes, how? General observations and suggestions.

Disposition: Mail not later than, date, to Mrs. Glenn K. Miller, Director, Experimental Project for Administrative Trainees, 65 Worth Street, New York, N. Y. 10013. (Requested three weeks after training program started.)

PART II

Heading: Primary Liaison report for name of area program by name of organization.

Identification: Name of person and title to be completed by Liaison Person for training portion of Project. Attach additional sheets if needed.

Functions: Describe your involvement, indicate when and by whom you were called upon for assistance, and solutions worked out re: training, university, councils, etc.

Summary: Report your observations, evaluation, suggestions, or recommendations on any aspect of the recruitment or training phases of the Project. Indicate if any are peculiar to the location. Indicate number of additional pages if attached.

Disposition: Mail not later than date to Mrs. Glenn K. Miller, Director, Experimental Project for Administrative Trainees, 65 Worth Street, New York, N. Y. 10013. (Requested one week after completion of training program.)

INITIAL SOURCES ATTRACTING TRAINEES TO APPLY

	Boston	Dallas - Fort Worth	Dayton	Denver	Detroit	San Francisco	Sub-Total	Total	%
Newspapers	9	22	17	19	17	10		94	58
Personal Contact	7	1	11	4	1	7		31	20
Camp Fire Girls and Girl Scout Staff/Councils	5		8	2		4	19		
Another Applicant or Trainee			2	1	1		4		
Voc. and School Counselor			1			1	2		
Miscellaneous	2	1		1		2	6		
State Employment Service	5		1	1		8		15	10
University Counseling Center					7			7	4
Radio and Television	1		4	1				6	4
Other Community Agencies	1			1				2	1
Announcements at AAUW Branch and Officers Wives Clubs				1		1		2	1
Non-Profit Employment Service	1							1	1
Letters and Brochures	1	2						3	1
	25	25	33*	27**	25	26		161	100%

* Three trainees indicated 3 sources; 3 trainees, 2 sources

** One trainee indicated 2 sources.

Brochure indicated only when no other source was given.

NEWSPAPER STORIES AS RECRUITMENT TOOL

Frequency of Publication	Boston	Dallas - Fort Worth	Dayton	Denver	Detroit	San Francisco	Total	% Attracted via Newspapers
A.M. - P.M. Sunday	(2) 6	2	0	0	0	0	(3) 8	9
A.M. - Sunday	0	9	5	3	4	2	(5) 23	25
P.M. - Sunday and P.M. - Only	0	9	(3) 9	14	3	(2) 3	(8) 38	40
A.M. - P.M.	0	1	1	0	1	1	(4) 4	4
Weekly	2	0	1	1	(4) 7	(3) 4	(10) 15	16
Not Known	1	1	1	1	2	0	(5) 6	6
No. of Trainees Attracted by Stories	(4) 9	(5) 22	(7) 17	(4) 19	(8) 17	(7) 10	(35) 94	100

N.B. Figures in ( ) indicate number of newspapers carrying stories announcing program..a total of 35.

Metropolitan dailies in Detroit and San Francisco were on strike during the entire recruitment period. Announcements of the Project released by the U.S. Department of Labor appeared in their October, 1967 editions.

APPENDIX B-6

EDUCATIONAL BACKGROUND OF TRAINEES IN INDIVIDUAL PROGRAMS BY AGE* GROUPINGS

BOSTON

Age Range	Education			Trainees	
	No College	Some College	Degree	Number	Percent
25 or Under	--	--	4	4	16
26-34	1	3	--	4	16
35-44	1	6	1	8	32
45-49	--	1	4	5	20
50 Plus	--	3	1	4	16
Total	2	13	10	25	100%
Percent of Total	8	52	40	100%	

DALLAS-FORT WORTH

Age Range	Education			Trainees	
	No College	Some College	Degree	Number	Percent
25 or Under	--	--	3	3	12
26-34	--	2	--	2	8
35-44	1	1	7	9	36
45-49	--	2	7	9	36
50 Plus	--	1	1	2	8
Total	1	6	18	25	100%
Percent of Total	4	24	72	100%	

* As of December 31, 1967.

DAYTON

Age Range	Education			Trainees	
	No College	Some College	Degree	Number	Percent
25 or Under	--	--	--	--	--
26-34	--	3	1	4	17
35-44	3	4	3	10	41
45-49	--	3	1	4	17
50 Plus	--	5	1	6	25
Total	3	15	6	24	100%
Percent of Total	12	63	25	100%	

DENVER

Age Range	Education			Trainees	
	No College	Some College	Degree	Number	Percent
25 or Under	--	--	1	1	4
26-34	--	1	1	2	8
35-44	--	4	14	18	72
45-49	--	1	2	3	12
50 Plus	1	--	--	1	4
Total	1	6	18	25	100%
Percent of Total	4	24	72	100%	

DETROIT

Age Range	Education			Trainees	
	No College	Some College	Degree	Number	Percent
25 or Under	--	--	--	--	--
26-34	--	--	1	1	4
35-44	--	3	6	9	36
45-49	--	4	3	7	28
50 Plus	--	4	4	8	32
Total	--	11	14	25	100%
Percent of Total	--	44	56	100%	

SAN FRANCISCO

Age Range	Education			Trainees	
	No College	Some College	Degree	Number	Percent
25 or Under	--	--	9	9	35
26-34	--	2	1	3	12
35-44	--	3	4	7	26
45-49	--	2	2	4	15
50 Plus	--	1	2	3	12
Total	--	8	18	26	100%
Percent of Total	--	30	70	100%	

APPENDIX B-7

SUMMARY OF EDUCATIONAL BACKGROUND OF TRAINEES BY AGE* GROUPINGS

Age Range	Education			Trainees	
	No College	Some College**	Degree	Number	Percent
25 Or Under	--	--	17	17	11
26-34	1	11	4	16	11
35-44	5	21	35	61	42
45-49	--	13	19	32	21
50 Plus	1	14	9	24	15
Total	7	59	84	150	100%
Percent of Total	5	39	56	100%	

* As of December 31, 1967

** Includes those who indicated course work (credit or non-credit) or other formal training for any type of technical skills beyond high school. Eight listed under Some College would probably not receive credit towards a degree by most university standards.

APPENDIX B-8

SUMMARY OF
EDUCATIONAL BACKGROUND OF TRAINEES BY PROGRAM

Program	Education			Trainees	
	No College	Some College**	Degree	Number	Percent
Boston	2	13	10	25	100
Dallas-Ft. Worth	1	6	18	25	100
Dayton	3	15	6	24	100
Denver	1	6	18	25	100
Detroit	--	11	14	25	100
San Francisco	--	8	18	26	100
Total	7	59	84	150	
Percent of Total	5	39	56	100%	

** Includes those who indicated course work (credit or non-credit) or other formal training for any type of technical skills beyond high school. Eight listed under Some College would probably not receive credit towards a degree by most university standards.

APPENDIX B-9

MARITAL STATUS OF TRAINEES

	Single	Engaged	Married	Widowed	Divorced	Separated	Total Trainees
Boston	9	--	14	1	1	--	25
Dallas-Ft. Worth	3	--	19	2	1	--	25
Dayton	2	--	17	--	4	1	24
Denver	2	--	19	1	3	--	25
Detroit	--	--	21	1	3	--	25
San Francisco	3	1	16	3	3	--	26
Total	19	1	106	8	15	1	150
Percent of Total	13	.5	71	5	10	.5	100%

APPENDIX B-10

NUMBER OF CHILDREN OF TRAINEES

	None	No. Missing	1	2	3	4	5	6	7	8	9	Total Trainees
Boston	9	--	2	5	4	1	2	--	1	--	1	25
Dallas-Ft. Worth	6	--	4	5	5	5	--	--	--	--	--	25
Dayton	3	--	3	6	7	3	--	2	--	--	--	24
Denver	7	2	3	4	7	2	--	--	--	--	--	25
Detroit	3	--	3	7	4	3	3	2	--	--	--	25
San Francisco	13	--	5	4	3	1	--	--	--	--	--	26
Total	41	2	20	31	30	15	5	4	1	--	1	150
Percent of Total	27	1	13	20	20	10	5	3	.5		.5	100%

APPENDIX B-11

AGES OF CHILDREN OF TRAINEES

	1 - 3	4 - 6	7 - 9	10 - 12	13 - 15	16 - 18	19 - 21	22 and over	Total
Boston	1	1	5	11	10	12	9	5	54
Dallas-Ft. Worth	1	4	4	7	8	9	9	7	49
Dayton	2	2	6	12	17	8	4	9	60
Denver	1	5	4	9	6	9	5	1	40
Detroit	2	--	5	9	10	16	9	17	68
San Francisco	1	3	4	6	1	4	5	2	26
Total	8	15	28	54	52	58	41	41	297
Total Percentages	3	5	10	18	18	20	13	13	100%

APPENDIX C-1

CORE CONTENT
for
CLASSROOM INSTRUCTION AND SUPERVISED WORK EXPERIENCE

I. Background Information

- A. Social welfare in the American community -- an overview of agencies both public and private in relation to current needs
- B. The place of the voluntary organization in today's society
- C. Background on sponsoring organizations
    - 1. purpose and program
    - 2. organization
    - 3. employment opportunities
- D. Expectation and role of the administrative staff worker

II. The Community

- A. Structure of the community
- B. Trends affecting community life
- C. Principles and techniques of community organization
- D. Identifying and working with the power structure
- E. Governmental and voluntary agency cooperation and relationships
- F. Working with the hard-to-reach

III. Child and Youth Development

- A. Physical, social, intellectual, and emotional development from birth through the end of the teens
- B. Special problems of youth growing up in today's society
- C. Contributions of the voluntary organization to meeting the developmental needs of the child
- D. Working with the exceptional or deprived child

IV. The Voluntary Organization

- A. Role and functions of the board of directors
- B. Committee operation
    - 1. values of committee method of work
    - 2. elements of successful committee operation
    - 3. role of committee chairmen
    - 4. role of staff in working with committee

- 5. details of committee operation
  - a. agenda planning
  - b. conduct of meeting
  - c. minutes and reports
  - d. evaluation

C. Decentralization
- 1. advantages and disadvantages
- 2. ways of functioning

D. Recruitment of volunteers
- 1. approaches and methods
- 2. principles of recruitment
- 3. techniques of motivation
- 4. staff responsibility for organizational growth
- 5. basic functions of recruitment and maintenance of membership
- 6. recruiting elective officer - nominating function

E. Local-national relationships

V. Administration

A. Budgeting and managing time

B. The planning process
- 1. principles of effective planning
- 2. setting goals
- 3. developing work plans
- 4. identifying and utilizing resources
- 5. delegation
- 6. evaluation

VI. Financing the Voluntary Organization

A. Role of staff in organizational financing

B. Principles of fiscal administration

C. Business procedures

D. Methods of fund raising - supplementary

E. Federated financing
- 1. philosophy
- 2. need
- 3. method

F. Member contributions (dues and other internal support)
- 1. philosophy
- 2. need
- 3. method

VII. Building Internal and External Relationships

A. Building internal relationships
  1. volunteer-staff relationships
    a. reasons for volunteering
    b. reasons for accepting staff position in voluntary organization
    c. factors affecting volunteer-staff relationships
    d. personal perceptions affecting relationships
    e. principles related to staff working with volunteers
  2. supervision
    a. fundamentals of democratic staff relationships
    b. basic elements of supervision
    c. supervisory tools: Orientation, Individual and Staff Conferences, Meetings, Evaluation

B. Building external relationships
  1. factors affecting community image of the organization
    a. quality of program offered
    b. nature of organization's civic role
    c. office atmosphere and procedures
    d. personal conduct of staff and volunteers
    e. publicity
  2. associations which may be developed
    a. as a staff member - professional affiliation
    b. as an organization - community

VIII. Development of Human Resources

A. Concepts of adult education, including the contribution of a voluntary agency to citizen development through developmental program for volunteers

B. Skills
  1. observation techniques
  2. discussion techniques
  3. training techniques - including an introduction to group dynamics and sensitivity training
    a. working with individuals, e.g., committee chairman
    b. working with groups, e.g., committees
    c. self-knowledge, self-evaluation, and self-development
  4. reporting techniques
  5. evaluation techniques

APPENDIX C-2

FACULTY AND PARTICIPANTS IN TRAINING PROGRAMS

BOSTON, MASSACHUSETTS
BOSTON UNIVERSITY

Faculty

*Miss Barbara Stone -- Doctoral Candidate in Adult Education, Boston University
Miss Arnita Harrison -- Doctoral Candidate in Adult Education, Boston University
Miss Helen Stewart -- Doctoral Candidate in Sociology, Boston University

Lecturers and Participants

Eugene Du Bois, Ed.D. -- Assistant Professor of Education, Boston University
Lee Geltman -- Consultant, Associates for Human Resources
Kenneth Haygood, Ph.D. -- Assistant Professor of Education, Boston University
Mrs. Kenneth Haygood -- Consultant, Poverty Program Specialist
Miss Sylvia Koose -- Director, Field Services Division, Camp Fire Girls, Inc.
Miss Barbara Phinney -- Personnel Director, Girl Scouts of the U. S. A.
Oscar Witten -- Conference Specialist, Boston University
Miss Wendy Wyatt -- Consultant, Associates for Human Resources

DALLAS-FORT WORTH, TEXAS
SOUTHERN METHODIST UNIVERSITY

Faculty

*Mrs. Mary E Miller -- Director of Continuing Education, Southern Methodist University
Mrs. Virginia Chancey -- Assistant Professor of Psychology, Southern Methodist University
William R. Latham -- Manager of Training and Development, Equipment Group, Texas Instruments, Inc.
John Pinkston -- Personnel Director, Equipment Group, Texas Instruments, Inc.
A. Q. Sartin, Ph.D. -- Professor of Management and Industrial Relations, Southern Methodist University
Harold M. Weiss, Ph.D. -- Chairman of Communication Arts Department, Southern Methodist University

Lecturers and Participants

Ruth I. Allen, M.D. -- Physician
Leo Allman -- Regional Director of Information Services, U.S. Department of Labor
Miss Jeanne Barnes -- Editor of Home Section, The Dallas Morning News
Miss Winifred Brown -- Director of Personnel and Training, Field Services Division, Camp Fire Girls, Inc.

*Coordinator

Mrs. Vivian Castleberry -- Editor of Women's News, The Dallas Times Herald

Roy Dulak -- Director, Community Council of Greater Dallas

Carl Flaxman -- Regional Director, Office of Rights, Department of Health, Education, and Welfare

Grady Hardin, D.D. -- Professor of Worship, Perkins School of Theology, Southern Methodist University

Mrs. Meg Healy -- Women's Editor, Radio Station KIXL

Gloria Hobbs, Ph.D. -- Deputy Director, McKinney Job Corps Center for Women, McKinney, Texas

Cliff A. Jones, Ph.D. -- Consulting Psychologist

G.William Jones -- Assistant Professor of Broadcast-Film Art, Southern Methodist University

Mrs. Ruby Sills Miller -- Director, Experimental Project for Administrative Trainees

Sidney Miller -- Assistant Professor of Sociology, Southern Methodist University

Ruth Morgan, Ph.D. -- Assistant Professor of Government, Southern Methodist University

Bruce Pringle, Ph.D. -- Professor and Chairman of Sociology and Anthropology, Southern Methodist University

Rabbi Stanley I. Robin -- Youth Director, Temple Emanu-El

Lee Roloff, Ph.D. -- Assistant Professor of Speech Arts, Southern Methodist University

Father Joseph A. Schumacher STD -- Chaplain, Newman Center, Southern Methodist University

Harry Tanner -- Consultant, Park South Community Project; Director Inter-Agency Projects, Community Council of Greater Dallas

Mrs. Milton Tobian -- Moderator, Panel of American Women, a civic group of volunteers representing several races and ethnic groups whose principal commitment is to human relations

Fernando Torgerson, Ph.D. -- Director, School of Social Work, University of Texas, Arlington

Miss Maryhelen Vannier, Ed.D. -- Head of Women's Physical Education Department, Southern Methodist University

Earl D. Weed, Jr. -- Manager of Employee Utilization, Equipment Group, Texas Instruments, Inc.

DAYTON, OHIO
ANTIOCH COLLEGE

Faculty

*George C. Cooper -- Associate Director, Special Educational Services, Antioch College, Yellow Springs, Ohio

Edward R. Miller, Ph.D. -- Director, Special Educational Services, Antioch College, Yellow Springs, Ohio

*Coordinator

Lecturers and Participants

Thomas Andrews -- Director, Community Relations, Dayton Power & Light Company
Miss Winifred Brown -- Director of Personnel and Training, Field Services Division, Camp Fire Girls, Inc.
William Chamberlin -- Coordinator, Dayton View Multiple Motivation Project, Dayton Board of Education
John Davis, Ph.D. -- Department of Psychology, University of Dayton
Mrs. Barbara Harwood -- Executive Director, Volunteer Services Bureau
Carl Hepola -- Director of Personnel, City of Dayton
Miss Mary Ellen Hubbard -- Executive Director, YWCA, Dayton
Mrs. Alma Ward Jones -- Psychologist, Dayton Board of Education
Harold Kinzig -- Campaign Director, United Fund
William Kirchner -- Executive Director, Dayton Boys Club
Harvey Klein -- Executive Director, Area Councils Service
Miss Janice Madison -- Field work in Ghetto schools, Washington, D. C., Antioch-Putney graduate student
Mrs. Maggie McKnight -- Assistant Director, Opportunities Industrialization Center
Mrs. Ruby Sills Miller -- Director, Experimental Project for Administrative Trainees
Robert Nolan, Ph.D. -- Department of Psychology, University of Dayton
Miss Judith Pepper -- Research Director, Health and Welfare Planning Council
Miss Barbara Phinney -- Personnel Director, Girl Scouts of the U. S. A.
Mrs. Jill Potor -- Group Dynamics Consultant
Albert Rosenberg -- Executive Director, Supporting Council on Preventive Effort
Elliott Rubin -- Director Professional Services, Family and Children's Services
Vernon Stroud, Ph.D. -- Speech and Hearing Center, Barney Children's Medical Center
Mrs. Hester Turner, Ed.D. -- National Director, Camp Fire Girls, Inc.
Robert Wilson -- Associate Director, Y.M.C.A.

DENVER, COLORADO
UNIVERSITY OF COLORADO, DENVER CENTER

Faculty

*Mrs. Luallen B. King -- Administrative Assistant, Division of Mental Retardation, Colorado Department of Institutions
Robert Graham -- Assistant to the Dean and Administrator, University of Colorado, Denver Center
Mrs. Bette J. Hurlbut -- Consulting Psychologist

*Coordinator

Lecturers and Participants

Mrs. Lucille Beck -- Community Volunteer, Chairman, Child Health Council, Colorado State Department of Public Health, ex-member of State Legislature

Clay Berg, Ph.D. -- Director, Bureau of Class Instruction, University of Colorado, Extension Division

Bill Boub -- Administrator, University of Colorado, Extension Division Denver Center, and President of National Association of Small Businesses

Miss Winifred Brown -- Director of Personnel and Training, Field Services Division, Camp Fire Girls, Inc.

Dan Butler -- Model City representative of minority group, Poverty Program

Mrs. Dean Darnell -- Doctoral Candidate, School of Psychology and Education, University of Colorado

Joan Fairchild, Ph.D. -- Consultant to the Division of Mental Retardation, Colorado Department of Institutions

Miss Margaret Henderson -- Regional Director, Girl Scouts of the U.S.A., Kansas City, Missouri

Mrs. Barbara S. Jones, Ph.D. -- Professor of Speech and Head of the Department of Speech Services, University of Colorado

Paul Kutsche, Ph.D. -- Director of the Department of Anthropology, Colorado College, Colorado Springs

Mrs. Naomi Madearis -- Director, In-Service Training Department, University of Colorado School of Nursing

Mrs. Gladys Mawhinney -- Executive Director, Metropolitan Council for Community Services

Mrs. Ruby Sills Miller -- Director, Experimental Project for Administrative Trainees

Ramon Navarro -- Model City representative of minority group

Jim Robbins -- Assistant Professor of Speech, University of Colorado, Department of Speech Services

Dan Schler, Ph.D. -- Director of the Division of Community Development, University of Colorado, Extension Division

John Schoolland, Ph.D. -- Retired Professor of Psychology, University of Colorado

Edith Sherman, Ph.D. -- Professor of Sociology, University of Denver

Vince Shivley -- Bureau of Community Development, University of Colorado, Denver Center

Miss Dorothea Spellman -- Professor, Graduate School of Social Work, University of Denver

Mrs. Kate Stonington -- Community Volunteer, Past President of Colorado League of Women Voters

Mrs. Mary Wolff -- Partner in Daisey, Wolff and Weir, Public Relations and Advertising

Mrs. Evelyn Zuk -- Executive Director of the Adult Education Council of Denver

Lawrence Zuk -- Personnel Director, Samsonite Corporation

DETROIT, MICHIGAN
UNIVERSITY CENTER FOR ADULT EDUCATION

Faculty

*Charles L. Lacy, Ed.D. -- Assistant Professor, Guidance and Counseling, University of Detroit
Robert Gell -- Assistant Director, Area Training and Technical Assistance Center
The Rev. Philip Greer -- Protestant Chaplain, Wayne County Juvenile Court, Detention Home, and D.J.Healy Home for Neglected Children
Mrs. Lorna Hemmler -- Housewife
Robert M. Smith, Ph.D. -- Associate Director of the University Center for Adult Education
Mrs. Jean Stove -- Area Training and Technical Assistance Center
Jerry J. Tobias, Ed.D. -- Assistant Professor of Education, University of Detroit

Lecturers and Participants

Miss Winifred Brown -- Director of Personnel and Training, Field Services Division, Camp Fire Girls, Inc.
Miss Lola Beth Buckley -- Group Work and Community Organization Specialist, Family and Neighborhood Services; Lecturer, Sociology Department, Mercy College
Mrs. C. E. Cortner -- Special Assistant to National Executive Director, Girl Scouts of the U.S.A.
Mrs. Iver Echols -- Faculty Member, Merrill-Palmer Institute
Richard S. Heugli -- Managing Director of United Community Services
Aaron Krasner -- Associate Professor, School of Social Work, Wayne State University
Gilbert A. Maddox -- Director, Area Training and Technical Assistance Center
Miss Dagmar McGill -- Assistant Executive Director, Girl Scouts of Metropolitan Detroit
Murray Meisels, Ph.D. -- Assistant Professor of Psychology, Eastern Michigan University
Alfred M. Pelham -- Assistant Vice-President for Finance, Wayne State University
Miss Barbara Phinney -- Personnel Director, Girl Scouts of the U.S.A.
Diane Richardson,D.S.W. -- Associate Professor, School of Social Work, Wayne State University
Mrs. Lee Santiwan -- Employment Adviser, Continuum Center for Women, Oakland University
Alex Stein -- Consultant, Group Work and Recreational Services, United Community Services
Milton R. Stern -- Director, University Center for Adult Education
Miss Elma L. Stuckman -- Director, Region II, Camp Fire Girls, Inc.
Nicholas Ustick -- Manager of Organization and Manpower Planning, Wyandotte Chemicals Corporation; Part Time Graduate Faculty, University of Detroit

*Coordinator

SAN FRANCISCO, CALIFORNIA
SAN FRANCISCO STATE COLLEGE

Faculty

*Mrs. Polly Glyer -- Professor of Recreation, San Francisco State College
Morgan Yamanaka -- Assistant Professor of Social Work Education, San Francisco State College

Lecturers and Participants

Mrs. Ferd Ambrose -- Supervisor, Oakland Recreation Department
Miss Selma Burgess -- Coordinator, Graphic Services, San Francisco State College
Florence Clemenger,D.S.W. -- Professor Social Work Education, San Francisco State College
Bruno Gebe, Ph.D. -- Professor of Recreation, San Francisco State College
Miss Barbara Goddard -- Camp Counselor Recruiter, San Francisco Bay Girl Scout Council, Inc.
Mrs. Josie Lee Kuhlman -- Executive Director, Golden Gate Council of Camp Fire Girls, Inc.
Walter Lipton -- Director, Neighborhood Development
Miss Helen Lutze -- Field Service Director, San Francisco Bay Girl Scout Council, Inc.
Mary MacWilliams, Ed.D. -- Associate Librarian, San Francisco State College
Miss Madeline Mandell -- Camping Administrator, San Francisco Bay Girl Scout Council, Inc.
Seaton Manning -- Professor, Social Work Education, San Francisco State College, Director of Undergraduate Studies
Fred Martin -- San Francisco Chamber of Commerce, Public Relations. Golden Gate Council of Camp Fire Girls, Inc.
Mrs. Lynn Moody -- Director, Project SEEK, Golden Gate Council of Camp Fire Girls, Inc.
Dan Peck, Ed.D. -- Chairman, Education Technical Center, San Francisco State College
Miss Barbara Phinney -- Personnel Director, Girl Scouts of the U S.A
Phyllis Rochella,D.S.W. -- Associate Professor, Social Work Education, San Francisco State College
Miss Caroline Schuetz, Ph.D. -- Counselor, Merritt College, Oakland
Miss Catherine Stearns -- Planning Consultant, Bay Area Social Planning Council
Jay Ver Lee -- Superintendent, Oakland Recreation Department
Mrs. Elaine Wolfe -- Director of Special Services, San Francisco YWCA
Jack Yuen,Ed.D. -- Associate Professor Office Administration, San Francisco State College

*Coordinator

APPENDIX C - 3

INDIVIDUALS WHO PROVIDED DIRECT SUPERVISION FOR FIELD WORK EXPERIENCE

BOSTON, MASSACHUSETTS

CAMP FIRE GIRLS COUNCILS

Mrs. Bertha Allen -- District Director, South Shore Council
Miss Carol Bitner -- Executive Director, South Shore Council
Mrs. Catherine Gangemi -- Assistant Executive Director, Greater Boston Council
Mrs. Carol Howard -- District Director, Greater Boston Council
Mrs. Bebe Key -- District Director, Greater Worcester Council
Mrs. Betty Lane -- District Director, South Shore Council
Mrs. Bernice Turner -- Executive Director, Greater Worcester Council
Miss Grace Zajac -- District Director, South Shore Council

GIRL SCOUT COUNCILS

Mrs. Mildred Alban -- Field Director, Bay Path Colonial Council
Mrs. Eleanor Blodget -- Assistant Executive Director, Montachusett Council
Miss Sheila Broderick -- Executive Director, Hawthorne Council
Miss Ellen Craig -- Field Adviser, Rhode Island Council
Miss Carolyn Degler -- Field Director, Bay Path Colonial Council
Miss Susan Iffland -- Field Services Director, Rhode Island Council
Mrs. Gaida Kalnajs -- Field Director, Bay Path Colonial Council
Miss Doris Lewis -- Field Adviser, Rhode Island Council
Mrs. Marguerite Morrison -- Field Director, Bay Path Colonial Council
Mrs. Patricia Norris -- Field Director, Bay Path Colonial Council
Mrs. Jane Pendleton -- Field Director, Montachusett Council
Miss Elizabeth Richardson -- Executive Director, Montachusett Council
Mrs. Charlotte Roads -- Field Director, Merrimack River Council
Miss Mary Sheehan -- Personnel Services Director, Rhode Island Council
Mrs. Eleanor Shinnick -- Field Director, Mistick Side Council
Mrs. Karen Stiglitz -- Field Director, Bay Path Colonial Council
Mrs. Elizabeth Thibault -- Field Director, Montachusett Council
Miss Joanne Vogelsang -- Field Adviser, Rhode Island Council

DALLAS-FORT WORTH, TEXAS

CAMP FIRE GIRLS COUNCILS

Mrs. Ruth Ball -- District Director, Dallas County Council
Mrs. Edyth Ebel -- District Director, Dallas County Council
Mrs. Lana Gunn - District Director, Fort Worth and Tarrant County Council
Mrs. Louisa Haun -- Executive Director, Fort Worth and Tarrant County Council
Mrs. Mildred Keedy -- District Director, Fort Worth and Tarrant County Council
Miss Margaret McCormick -- District Director, Dallas County Council
Mrs. Clara Morrow -- District Director, Fort Worth and Tarrant County Council
Miss Cecilia Straus -- District Director, Dallas County Council
Mrs. Jane Tecklenburg -- Field Director, Fort Worth and Tarrant County Council
Mrs Sherry Thompson -- District Director,Dallas County Council
Miss Patricia Vaughan -- District Director, Fort Worth and Tarrant County Council
Mrs. Lucy Walker -- Special Projects Director, Dallas County Council
Mrs. Pat Webster -- District Director, Dallas County Council

GIRL SCOUT COUNCILS

Mrs. Alva S. Brown -- Director of Personnel Services, Tejas Council
Mrs. Jimmie Burns -- Field Adviser, Special Project Areas, Circle T Council
Miss Mary Everett -- District Adviser, Circle T Council
Mrs. Louise Glasgow -- Director of Program Services, Circle T Council
Mrs. Frances Harris -- District Adviser, Tejas Council
Miss Dorothy Helton -- Director of Program Services, Tejas Council
Mrs. Pearle S. Hubbard -- District Adviser, Tejas Council
Mrs. Ellen Lupean -- District Adviser, Tejas Council
Mrs. Dee Neal -- District Adviser, Tejas Council
Miss Janice Pendley -- District Adviser, Circle T Council
Mrs. Ethel Smith -- Director of Resources and Development, Circle T Council
Mrs. Lee Smith -- District Adviser, Circle T Council
Miss Carolyn Traupe -- District Adviser, Circle T Council
Mrs. Jennie Yarbrough -- District Adviser, Tejas Council
Miss Gloria Young -- Assistant Executive Director, Circle T Council

DAYTON, OHIO

CAMP FIRE GIRLS COUNCIL

Mrs. Bobbie Laishley -- District Director, Dayton and Greater Miami Valley Council
Mrs. Florence Shutley -- Executive Director, Dayton and Greater Miami Valley Council
Mrs. Sheila Thompson -- District Director, Dayton and Greater Miami Valley Council
Mrs. Mary Lou Wilson -- Acting Field Director, Dayton and Greater Miami Valley Council
Mrs. Sylvia Wilson -- District Director, Dayton and Greater Miami Valley Council

GIRL SCOUT COUNCIL

Miss Mary Rollins -- Executive Director, Buckeye Trails Council
Mrs. Margaret Sheap -- Assistant Executive Director and Director of Field Services, Buckeye Trails Council
Mrs. Frances Stump -- Public Relations Director, Buckeye Trails Council

DAYTON BOARD OF EDUCATION

William P. Chamberlin -- Coordinator, Dayton View Multiple Motivation Project

DAYTON Y. W. C. A.

Miss Joy Beari -- East Dayton Area Director
Miss Mary Ellen Hubbard -- Executive Director
Miss Mary Esther Robinson -- West Dayton Area Director
Mrs. Barbara Tudis -- Y-Teen Department Director
Mrs. Dorothy Selz -- Kettering and South of Dayton Area Director

HEALTH AND WELFARE PLANNING COUNCIL

Harvey H. Klein -- Director, Neighborhood Liaison

MIAMI VALLEY CHILD DEVELOPMENT CENTERS, INC.

Mrs. C. Fay DeHaven -- Executive Director
Floyd Flake -- Chief Social Worker
Miss Lucille Scott -- Head Teacher
Miss Sheila Scott -- Head Teacher

DAYTON, OHIO (CONT'D)

GREENE COUNTY OPPORTUNITIES INDUSTRIALIZATION CENTER

Wilfred Doty -- Director
Mrs. Maggie McKnight -- Assistant Director

SUPPORTING COUNCIL ON PREVENTIVE EFFORT

Albert G. Rosenberg -- Executive Director

WESLEY CENTER

The Reverend James Davis -- Director

DENVER, COLORADO

CAMP FIRE GIRLS COUNCIL

Mrs. Judith Benyo -- District Director, Denver Area Council
Mrs. Nancy Davidonis -- Assistant Executive Director, Denver Area Council
Mrs. Grace Johnson -- District Director, Denver Area Council
Miss Barbara Potts -- District Director, Denver Area Council
Miss Corinne Schlichtmann -- District Director, Denver Area Council

GIRL SCOUT COUNCIL

Miss Suzanne Belle -- District Adviser, Mile Hi Council
Miss Lelda Dickey -- District Adviser, Camp Director, Mile Hi Council
Miss Susan Klemer -- District Adviser, Mile Hi Council
Miss Caroline Lowsma -- District Adviser, Mile Hi Council
Mrs. Margaret Simmons -- Special Areas Services Director, Mile Hi Council
Miss Shirley Skoog -- District Adviser, Camp Director, Mile Hi Council
Mrs. E. T. Williams -- Assistant Executive Director, Mile Hi Council

DETROIT, MICHIGAN

CAMP FIRE GIRLS COUNCILS

Mrs. Yvonne Bell -- District Director, Detroit Area Council
Miss Georgina Bernhard -- District Director, Detroit Area Council
Miss Carey Charles -- Executive Director, Detroit Area Council
Mrs. Judith Davison -- Executive Director, Pontiac Council
Mrs. Jane Grant -- Field Director, Pontiac Council
Miss Jane Joslin -- District Director, Detroit Area Council
Mrs. June Murphy -- District Director, Detroit Area Council
Mrs Ruth Plew -- Field Director, Pontiac Council
Miss Mary-Bye Postigo -- District Director, Detroit Area Council
Miss Susan Stimson -- District Director, Detroit Area Council
Miss Aralynn Yagian -- District Director, Detroit Area Council

DETROIT, MICHIGAN (CONT'D)

GIRL SCOUT COUNCILS

Miss Gwen Bourassa -- Field Adviser, Metropolitan Detroit Council
Mrs. Lillian Cohl -- Field Adviser, Metropolitan Detroit Council
Mrs. Virginia Harris -- Field Adviser, Metropolitan Detroit Council
Mrs. Caroline Held -- Field Adviser, Metropolitan Detroit Council
Mrs. Kathryn Hoard -- Field Adviser, Metropolitan Detroit Council
Miss Priscilla Hoehle -- Field Adviser, Metropolitan Detroit Council
Miss Helen Jones -- Field Adviser, Metropolitan Detroit Council
Mrs. Eva Ness -- Field Director, Southern Oakland Council
Miss Ilione Schadt -- Supervisor of Field Services, Metropolitan Detroit Council
Mrs. Beverly Smith -- Field Adviser, Metropolitan Detroit Council
Miss Carolee Uits -- Field Adviser, Metropolitan Detroit Council
Mrs. Jane Wilson -- Field Adviser, Metropolitan Detroit Council
Mrs. Britt Wisniewski -- Field Adviser, Metropolitan Detroit Council
Mrs. Ester Yager -- Field Director, Southern Oakland Council

DOWNRIVER Y.W.C.A.

Miss Helen Himley -- Executive Director
Mrs. Susan Stolman -- Adult Program Director
Mrs. Gail Van Zanten -- Youth Program Director

PONTIAC Y.W.C.A.

Mrs. Virginia Jackson -- Executive Director
Mrs. Eva L. Terrell -- Program Director

SAN FRANCISCO, CALIFORNIA

CAMP FIRE GIRLS COUNCILS

Mrs. Joanne Calson -- Field Director, Golden Gate Council
Mrs. Kay Davis -- Section Director, Golden Gate Council
Mrs. Karen DuCray -- Field Director, Golden Gate Council
Miss Margaret Heater -- Section Director, Golden Gate Council
Miss Lou Higginson -- District Director, Alameda-Contra Costa Council
Miss Jen Hutton -- Executive Director, Alameda-Contra Costa Council
Mrs. Barbara Kessler -- District Director, Alameda-Contra Costa Council
Mrs. Jane Minahan -- Special Projects Director, Golden Gate Council
Mrs. Mary Molloy -- District Director, Golden Gate Council

CAMP FIRE GIRLS COUNCILS

Miss Joanne Secoy -- Section Director, Golden Gate Council
Mrs. Ellen Shea -- Executive Director, Santa Clara County Council
Mrs. Lois Trowbridge -- District Director, Alameda-Contra Costa Council
Mrs. Dolores Walther -- District Director, Alameda-Contra Costa Council

GIRL SCOUT COUNCIL

Mrs. Alice Bell -- Field Director, San Francisco Bay Council
Mrs. Mary Graves -- Field Director, San Francisco Bay Council
Miss Capitola Hill -- Field Director, San Francisco Bay Council
Miss Patricia Lindgren -- Field Director, San Francisco Bay Council
Miss Helen Lutze -- Field Service Director, San Francisco Bay Council
Mrs. Ruth Metzger - Field Director, San Francisco Bay Council
Miss Jean Ohman -- Field Director, San Francisco Bay Council
Miss Jeanette Orr -- Field Director, San Francisco Bay Council
Mrs. Lorraine Patterson --Field Staff Member, San Francisco Bay Council
Miss Kay Suthern -- Field Director, San Francisco Bay Council
Miss Elizabeth Woolery -- Field Director, San Francisco Bay Council

APPENDIX C-4

TRAINEE MID-TERM AND 10-WEEK REPORT FORMS
(Blank spaces for answers have been omitted)

MID-TERM REPORT FORM

Heading: Trainee Mid-Term Report. EXPERIMENTAL PROJECT FOR ADMINISTRATIVE TRAINEES, Sponsored by Camp Fire Girls, Inc., and Girl Scouts of the U. S. A. Date.

Identification: Name, Miss, Mrs. last and first names; name of university, name of Council for supervised work experience (if known).

Evaluation:
1. Indicate suggestions, if any, that would improve or increase the value of the course for you as a trainee.
2. Indicate facets of the training you feel have been most beneficial to you.
3. Indicate those facets you feel have been least beneficial.

Adjustments: Describe aspects of the training that have required adjustments on your part and how you have made them in the home: in the classroom: in the field.

Self-image: Summarize your reaction to the training program and how you see yourself in the role of a future community service administrator. (Use reverse side of form or attach additional sheets if needed).

Disposition: Give to University Training Coordinator or mail to Mrs. Glenn K. Miller, Director, Experimental Project for Administrative Trainees, 65 Worth Street, New York, N. Y. 10013 not later than date. Your request for confidentiality will be respected if attached envelope is so marked. (To be mailed by last day of fifth week of training.)

10-WEEK REPORT FORM

Heading: Trainee 10-Week Report, Experimental Project for Administrative Trainees, sponsored by Camp Fire Girls, Inc., and Girl Scouts of the U. S. A. Date.

Identification: Name, Miss, Mrs. last and first names, Address (if changed), Assigned to name of Council, name of university.

Evaluation:

1. Indicate suggestions, if any, that would have improved or increased the value of the course for you as a trainee.
2. Indicate facets of the training you feel have been most beneficial to you.
3. Indicate those facets you feel have been least beneficial.

Adjustments: Describe aspects of the training that have required additional adjustments on your part and how you have made them since your last report: in your home, in the classroom, in the field.

Self-image: Summarize your reaction to the training program and how you see yourself in the role of a future community service administrator. (Use reverse side of form or attach additional sheets as needed).

Disposition: Give to University Training Coordinator or mail to Mrs. Glenn K. Miller, Director, Experimental Project for Administrative Trainees, 65 Worth Street, New York, N. Y. 10013, not later than date. Your request for confidentiality will be respected if attached envelope is so marked. (To be completed by last day of training course.)

APPENDIX C-5

UNIVERSITY EVALUATION REPORT FORM

(Blank spaces for answers have been omitted)

UNIVERSITY COORDINATOR REPORT FORM

Heading: University Coordinator Report*, EXPERIMENTAL PROJECT FOR ADMINISTRATIVE TRAINEES, Sponsored by Camp Fire Girls, Inc., and Girl Scouts of the U. S. A.

Identification: Reported by Coordinator's name, university affiliation, name of University or college, address, telephone, location of classroom studies.

Departmental Responsibility: Curriculum developed and conducted in cooperation with -- indicate departments and/or division.

Staff: Coordinator and Instructors: name, description of training involvement. Attach biographical resume for continuous staff and job titles for one-time participants. (1.2.3.4.) List remaining teaching personnel on back of sheet or on additional sheets.

Design Amendments: Describe adjustments or variations from overall design made in consultation with Project Staff. Would you make these same adjustments if you were to repeat the program? Why? Describe adjustments you found it necessary to make for which it was not possible and/or necessary to obtain Project Staff clearance. Would you make these same adjustments if you were to repeat the program? Why?

Teaching Methods: Indicate improvements or alternative methods, if any, that might have resulted in more effective classroom training. Describe innovative methods introduced in the classroom instruction. Describe methods used in classroom teaching which you consider most effective. Describe methods used in classroom training which you consider least effective.

*Refer to Disposition:

Evaluation: Give your appraisal of the supervised field experience, the university's coordination and involvement with Council staffs, overall effectiveness of this phase of training. Give your appraisal of the overall effectiveness of the program, suggestions for changes if you were to coordinate a repeat program, and other comments that you think would be helpful on any phase in which you were involved or had an opportunity to observe.

Guidelines for the future: Please give recommendations, suggestions, or observations which you may have on the need for continuation of such training and/or other ways by which you think community agency manpower needs can be met more effectively. (Attach additional sheets as needed for answering any question).

Attachments: Important: Attach Training Plan including revisions and other available supporting data you believe may be helpful in the Overall Project Evaluation. Include Evaluation Form (yellow sheet) for each Trainee, including "drop outs." Give reasons reported to you on "drop outs."

Disposition: Mail not later than date to Mrs. Glenn K. Miller, Director, Experimental Project for Administrative Trainees, 65 Worth Street, New York, N. Y. 10013. (Request date one week after completion of course.)

APPENDIX C-6

COUNCIL - COMMUNITY AGENCY EVALUATION REPORT FORM
(Blank spaces for answers have been omitted)

EXECUTIVE DIRECTOR OR COUNCIL CONTACT REPORT FORM

(SAME FORM USED BY COOPERATING OUTSIDE COMMUNITY AGENCIES)

Heading:	Executive Director or Council Contact report*, EXPERIMENTAL PROJECT FOR ADMINISTRATIVE TRAINEES, sponsored by Camp Fire Girls, Inc., and Girl Scouts of the U. S. A.
Identification:	Geographic area of the program. Number of trainees assigned. Reported by name, regular Council position, Council name, address, telephone. Geographic area served, e.g., counties. Number of girl membership. Number of Professional staff. Number of offices or service centers.
Personnel:	Supervised Field Experience: Supervisors' names, Council position, Trainee assigned. From 1-12.
Design Amendments:	Describe adjustments or variations from overall planned design made in consultation with Training Faculty and/or Project Staff. Would you make these same adjustments if you were to repeat the program? Why? Describe adjustments you found necessary to make for which it was not possible and/or necessary to obtain Training Faculty and/or Project Staff clearance. Would you make these same adjustments if you were to repeat the program? Why?
Supervisory Methods:	Indicate improvements or alternative methods, if any, that might have resulted in improved supervised field experience. Describe innovative methods introduced in the supervised field experience.

*Refer to Disposition:

Evaluation:	Has your Council had prior experience in supervising field trainees? If so, evaluate this plan in relation to past experience. Describe aspects of field experience you consider most effective. Describe aspects of field experience you consider least effective. Give your appraisal of the overall effectiveness of the program, suggestions, if any, for changes if you were participating in a repeat program, and other comments you think would be helpful on any phase in which you were involved or had an opportunity to observe.
Guidelines for the future:	Please give recommendations, suggestions, or observations which you may have on the need for continuation of such training and/or other ways by which you think community agency personnel needs can be met effectively. (Ideas as they relate to your organization will be most welcomed.) Attach additional sheets as needed for answering any question.
Attachments:	Attach any supporting data you believe may be helpful in the Overall Evaluation. Include Evaluation Form (blue sheet) for each Trainee, including "drop outs," if any. Give reasons reported to you on "drop outs."
Disposition:	Mail not later than date to Mrs. Glenn K. Miller, Director, Experimental Project for Administrative Trainees, 65 Worth Street, New York, N. Y. 10013. (Request date one week after completion of course.)

APPENDIX D

TRAINEE PERFORMANCE REPORT FORMS

(Blank spaces for answers have been omitted)

1. TRAINING INSTITUTION
(Yellow paper used as distinguishing flag)

Heading: Confidential Report for Project Evaluation -- Not for Trainee Employment Data.

Identification: Evaluation of (name of trainee), during classroom instruction at (name of Training Institution). Prepared by (name, Title in Training Project). Comments may be supplemented with specific examples of strengths and weaknesses of trainee. Attach additional sheets if needed.

Learning Capabilities: Your appraisal of her ability to learn: such as, to understand concepts and relate them to realistic situations, to analyze, to challenge and to explore alternatives, to communicate, to do independent study. Indicate observations of capacity for study in greater depth.

Relationships: Your appraisal of her sensitivity to situations and her ability to work with people on all levels, e.g., teacher-student, peers, people of varying socio-economic backgrounds, group involvement.

Personal Qualifications: Your appraisal of her dependability, punctuality, initiative, flexibility, stamina, reaction under stress, appearance, health, plan for self-development, attitude toward volunteers, appreciation of another's contribution, and ability to encourage and stimulate others.

Attendance: Dates absent from class. Give reasons if known. Dates late for class and how late Give reasons if known.

Disposition: Mail not later than date to Mrs. Glenn K. Miller, Director, Experimental Project for Administrative Trainees, 65 Worth Street, New York, N. Y. 10013.

2. COUNCIL-COMMUNITY AGENCIES
(Blue paper used as distinguishing flag)

Heading: Confidential Report. For Project Evaluation -- NOT for Trainee Employment Data.

Identification: Evaluation of (Trainee's name) during Supervised Field Training Phase in (Council name). Prepared by (Field Supervisor's name, Regular Job Title in Council). Comments may be supplemented with specific examples of strengths and weaknesses of trainee. Attach additional sheets if needed.

Relationships: Your appraisal of her ability to relate to volunteer and staff on all levels, to other community leaders and professionals, to new people in new situations, and to those of varying socio-economic backgrounds.

Job Capabilities: Your appraisal of her abilities to relate concepts to realistic situations, to learn, to analyze, to communicate, to plan and carry out work, and to assume increased responsibilities. Indicate strengths, weaknesses, special skills.

Personal Qualifications: Your appraisal of her dependability, punctuality, initiative, flexibility, stamina, reaction under stress, appearance, health, plan for self-development, attitude toward volunteers, appreciation of another's contribution, and ability to encourage and stimulate others.

Attendance: Dates not reporting for field experience. Give reasons if known. Dates late for field experience and how late. Give reasons if known.

Disposition: Give to your Council Project Supervisor not later than date for forwarding to Mrs. Glenn K. Miller, Director, Experimental Project for Administrative Trainees, 65 Worth Street, New York, N Y. 10013. To be mailed by Council Supervisor or Executive Director not later than date.*

*Request dates one week after completion of course

APPENDIX E-1

COOPERATING NATIONAL VOLUNTARY COMMUNITY AGENCIES

AMERICAN CANCER SOCIETY, INC.

AMERICAN FOUNDATION FOR THE BLIND, INC.

AMERICAN HEART ASSOCIATION, INC.

AMERICAN NATIONAL RED CROSS

CHILD WELFARE LEAGUE OF AMERICA

GIRLS CLUBS OF AMERICA, INC.

NATIONAL ASSEMBLY FOR SOCIAL POLICY AND DEVELOPMENT, INC.

NATIONAL ASSOCIATION FOR RETARDED CHILDREN

NATIONAL BOARD OF THE Y. W. C. A.

NATIONAL COMMISSION FOR SOCIAL WORK CAREERS

NATIONAL COUNCIL OF THE CHURCHES OF CHRIST IN THE U. S. A.

NATIONAL COUNCIL OF THE Y. M. C. A.

NATIONAL FEDERATION OF SETTLEMENTS AND NEIGHBORHOOD CENTERS

NATIONAL HEALTH COUNCIL

NATIONAL JEWISH WELFARE BOARD

NATIONAL TUBERCULOSIS ASSOCIATION

NATIONAL URBAN LEAGUE, INC.

THE SALVATION ARMY

TRAVELERS AID ASSOCIATION OF AMERICA

APPENDIX E-2

COMMUNITY AGENCIES REPRESENTED AT MID-TERM RECEPTIONS

Boston, Massachusetts at Boston University
February 2, 1968

BAY PATH COLONIAL GIRL SCOUT COUNCIL, Newton Upper Falls
BOSTON BAY AREA UNITED COMMUNITY SERVICES
CAMP FIRE GIRLS, INC. Regional Office, Great Neck, Long Island
GIRL SCOUTS OF THE U.S.A., National Branch Office, Boston
GIRLS CLUB OF LYNN
GREATER BOSTON COUNCIL OF CAMP FIRE GIRLS, INC.
GREATER BOSTON COUNCIL OF GIRL SCOUTS, INC.
HAWTHORNE GIRL SCOUT COUNCIL, INC., Danvers, Mass.
MASSACHUSETTS ASSOCIATION FOR MENTAL HEALTH
MASSACHUSETTS COMMISSION FOR THE BLIND
MASSACHUSETTS HEART ASSOCIATION
MERRIMACK RIVER GIRL SCOUT COUNCIL, INC., Andover
MISTICK SIDE GIRL SCOUT COUNCIL, INC., Medford
SOUTH SHORE COMMUNITY ACTION COUNCIL
SOUTH SHORE COUNCIL OF CAMP FIRE GIRLS, INC., Hingham
TRAVELERS AID OF RHODE ISLAND, INC., Providence
TRAVELERS AID SOCIETY OF BOSTON, INC.

Dallas, Texas at Southern Methodist University
February 29, 1968

AMERICAN NATIONAL RED CROSS - Dallas County Chapter
CAMP FIRE GIRLS, INC., Regional Office, Dallas
CARUTH MEMORIAL REHABILITATION CENTER
CIRCLE T GIRL SCOUT COUNCIL, INC., Fort Worth
COMMUNITY COUNCIL OF GREATER DALLAS
DALLAS COMMUNITY ACTION COMMITTEE
DALLAS COUNTY COUNCIL OF CAMP FIRE GIRLS, INC.
DALLAS COUNTY DEPARTMENT OF PUBLIC WELFARE
FORT WORTH AND TARRANT COUNTY COUNCIL OF CAMP FIRE GIRLS, INC.
GIRL SCOUTS OF THE U.S.A., National Branch Office, Dallas
GIRLS CLUBS OF AMERICA
METROPOLITAN BOARD YMCA
METROPOLITAN YWCA
PARKS AND RECREATION DEPARTMENT IN DALLAS COUNTY
TEJAS GIRL SCOUT COUNCIL
TEXAS STATE DEPARTMENT OF PUBLIC WELFARE

Dayton, Ohio at United Community Services Building
May 9, 1968

AMERICAN NATIONAL RED CROSS - Dayton Area Chapter
BUCKEYE TRAILS GIRL SCOUT COUNCIL, INC.
COLUMBUS AND FRANKLIN COUNTY COUNCIL OF CAMP FIRE GIRLS, INC.
DAYTON AND MIAMI VALLEY COUNCIL OF CAMP FIRE GIRLS, INC.
DAYTON URBAN LEAGUE
FAMILY AND CHILDRENS SERVICE ASSOCIATION
GIRL SCOUTS OF THE U.S.A., National Office
HEALTH AND WELFARE PLANNING COUNCIL OF THE DAYTON AREA, INC.
METROPOLITAN YWCA
MIAMI VALLEY CHILD DEVELOPMENT CENTER
SENIOR CITIZENS CENTER OF THE GREATER DAYTON AREA
WEST DAYTON SELF-HELP CENTER

Denver, Colorado at the University of Colorado Denver Center
March 28, 1968

AMERICAN NATIONAL RED CROSS - Mile High Chapter
CAMP FIRE GIRLS, INC., Regional Office, Omaha
COLORADO HEART ASSOCIATION
DENVER AREA COUNCIL OF CAMP FIRE GIRLS, INC.
GIRLS COUTS OF THE U.S.A., National Branch Offices, Kansas City,
Missouri and Los Altos, California
METROPOLITAN COUNCIL OF COMMUNITY SERVICE
MILE-HI GIRL SCOUT COUNCIL
MT. PRAIRIE GIRL SCOUT COUNCIL, Greeley
PIKES PEAK AREA COUNCIL OF CAMP FIRE GIRLS, INC., Colorado Springs
STEELE COMMUNITY CENTER
URBAN LEAGUE OF COLORADO, INC.
YWCA

Detroit, Michigan at the University Center for Adult Education
May 2, 1968

AMERICAN NATIONAL RED CROSS - Southeastern Michigan Chapter
CAMP FIRE GIRLS, INC., Regional Office, Oak Park
DETROIT AREA COUNCIL OF CAMP FIRE GIRLS, INC.
DOWN RIVER YWCA, Wyandotte
FAMILY SERVICES OF METROPOLITAN DETROIT
GIRL SCOUTS OF METROPOLITAN DETROIT
GIRL SCOUTS OF THE U.S.A., National Branch Office, Chicago
NORTHERN OAKLAND GIRL SCOUT COUNCIL, Pontiac
PONTIAC COUNCIL OF CAMP FIRE GIRLS, INC.
SOUTHERN OAKLAND GIRL SCOUT COUNCIL, Royal Oak
THE TRAVELERS AID SOCIETY OF DETROIT, INC.
UNITED COMMUNITY SERVICES
WAYNE COUNTY JUVENILE COURT

San Francisco, California at San Francisco State College
March 14, 1968

ALMEDA-CONTRA COSTA COUNCIL OF CAMP FIRE GIRLS, INC.
BAY AREA URBAN LEAGUE
BOOKER T. WASHINGTON COMMUNITY SERVICE CENTER
CAMP FIRE GIRLS, INC., Regional Office, Burlingame
FOOTHILLS COUNCIL OF CAMP FIRE GIRLS, INC., Los Altos
GIRL SCOUTS OF THE U.S.A., National Branch Office, Los Altos
GOLDEN GATE COUNCIL OF CAMP FIRE GIRLS, INC.
KONACTIS GIRL SCOUT COUNCIL, Santa Rosa
METROPOLITAN YWCA
NAPA-SOLANO GIRL SCOUT COUNCIL, Vellejo
RECREATION CENTER FOR THE HANDICAPPED
SAN FRANCISCO AID TO RETARDED CHILDREN
SAN FRANCISCO BAY GIRL SCOUT COUNCIL
SAN FRANCISCO HEARING SOCIETY
SAN FRANCISCO TUBERCULOSIS AND HEALTH ASSOCIATION
SAN FRANCISCO YOUTH ASSOCIATION
SEM YETA COUNCIL OF CAMP FIRE GIRLS, INC., Vellejo
SANTA CLARA COUNTY COUNCIL OF CAMP FIRE GIRLS, INC., San Jose
YERBA BUENA SENIOR CENTER

APPENDIX E-3

JOB PREFERENCE INDICATOR
(Blank spaces for answers have been omitted)

TRAINEES' JOB PREFERENCE INDICATOR FORM
(pink paper used as distinguishing flag)

Heading:	Job Preference Indicator for EXPERIMENTAL PROJECT FOR ADMINISTRATIVE TRAINEES.
Identification:	Mrs., Miss, last, first, middle or maiden, husband's names, date, telephone, including area code, street address, city, state, zip code.
Mobility:	I am willing to relocate, yes or no. Preferred locations.
Employment Interests:	I would like to work for one of the following community agencies. (Lines for three). Indicate if you prefer another type of work, listing particular employer or employers you would like to consider.
Availability:	I want to start work on Date.
Salary Specifications:	Minimum salary requirement. Comments. Use other side if more space is needed.
Disposition:	Complete in quadruplicate and give to Training Coordinator during ninth week of course.*

*Distribution
1. State Employment Service
2. Project Office
3. Training Coordinator
4. Program Liaison

APPENDIX E-4

REFERENCE FROM TRAINING INSTITUTION
(Blank spaces for answers have been omitted)

UNIVERSITY OR COLLEGE REFERENCE FORM

Heading: Official Project letterhead used with combined Camp Fire Girls, Inc., and Girl Scouts of the U.S.A. insignia on 8½x11" white bond paper, imprinted with black type: EXPERIMENTAL PROJECT FOR ADMINISTRATIVE TRAINEES, 65 Worth Street, New York, N.Y., 10013, telephone 212 WA 5-1980.

Identification: Trainee's name completed on date at name of University or College a 10-week pre-employment training course, under the sponsorship of EXPERIMENTAL PROJECT FOR ADMINISTRATIVE TRAINEES, a joint program of Camp Fire Girls, Inc., and Girl Scouts of the U.S.A. The following is a report based upon my association with and observation of the above-named Trainee.

Intellectual Characteristics: ABILITY TO LEARN: Quick to understand; very perceptive, average ability to grasp ideas, slow to comprehend.
ABILITY TO COMMUNICATE: Oral -- talks well and to the point, average fluency of expression, has difficulty. Written -- writes well and to the point, average fluency of expression, has difficulty.

General Characteristics: Relationships with others, adaptability, initiative, reliability in completing assignments, regularity of attendance, poise and manners, general stamina.

Verification: Signature of Training Coordinator, Title for training course, regular University position, date prepared, address.

APPENDIX E-5

REFERENCE FROM COUNCIL - COMMUNITY AGENCY
(Blank spaces for answers have been omitted)

COUNCIL-COMMUNITY AGENCY REFERENCE FORM

Heading:	Official Project letterhead used with combined Camp Fire Girls, Inc., and Girl Scouts of the U.S.A. insignia on 8½"x11" white bond paper, imprinted with black type: EXPERIMENTAL PROJECT FOR ADMINISTRATIVE TRAINEES, 65 Worth Street, New York, N.Y., 10013, telephone 212 WA 5-1980.
Identification:	Trainee's name received number of days of supervised field experience in the council name and office location during a 10-week pre-employment training course at name of University or College under the sponsorship of EXPERIMENTAL PROJECT FOR ADMINISTRATIVE TRAINEES, a joint program of Camp Fire Girls, Inc., and Girl Scouts of the U.S.A. The following is a report based upon my observation of the above-named trainee during her supervised field experience.
General Characteristics:	Relationships with others, receptivity to suggestions, adaptability, initiative, dependability, punctuality, poise and manners, general stamina. Comments.
Intellectual Characteristics:	ALERTNESS: Quick to understand; very perceptive, average ability to grasp ideas, slow to comprehend. ABILITY TO COMMUNICATE: Oral -- talks well and to the point, average fluency of expression, has difficulty. Written -- writes well and to the point, average fluency of expression, has difficulty.
Verification:	Signature, title for course, e.g., trainee's supervisor, regular position, date prepared, address.

APPENDIX E-6

PLACEMENT REPORT
(Blank spaces for answers have been omitted)

TRAINEES' PLACEMENT REPORT FORM

Heading:	Trainee Placement report*, EXPERIMENTAL PROJECT FOR ADMINISTRATIVE TRAINEES. Sponsored by Camp Fire Girls, Inc., and Girl Scouts of the U.S.A.
Identification:	Miss, Mrs., last and first names, Social Security number. Address - number and street, city, state, zip code, telephone number.
Mobility:	If address has changed since start of the training program, or you are planning to move to another community to accept a position, please note new address here: number and street, city, state, zip code, telephone number. Will your family or dependents move with you? Yes, no.
Job Data:	Date of employment. Position. Salary (confidential). Employing agency, supervisor, address, telephone number.
How and why job was selected:	How did you get the job? Project Placement Plan, State Employment Service, other, specify. How many interviews did you have before you obtained a job - 1,2,3,4 or more, specify. Why did you choose this one?
Worth of the Program:	Do you feel the training program is the reason why you were able to qualify for the job. Yes, no, explain. Please use reverse side or attach additional sheets to comment on your interview experiences. We're very much interested in you and the work you will be doing. Best wishes!

*Refer to Disposition:

Disposition: Please mail within 10 days after accepting position to Mrs. Glenn K. Miller, Director, Experimental Project for Administrative Trainees, 65 Worth Street, New York, N.Y., 10013.

ERIC Clearinghouse
JUN 30 1969
on Adult Education